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ABSTRACT

This unit on India is one of four resource units for an eleventh grade area studies course. The objectives for this unit are listed as to generalizations, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures and instructional materials. The materials lead pupils to make comparisons between India and China and also between India and Western Europe in terms of the economic, political, and social systems. The unit is used as a vehicle to develop a number of anthropological concepts related to the cultural problems of introducing technological change into a society. The unit calls for testing a theory of economic growth as well as a theory about which factors lead to revolutionary and which to reform movements. The introduction, concerned with the low living levels, compares the levels of living in India with those in China. Pupils are asked to do an independent study to decide if India has the geographic potential for as rapid economic growth as does China. A teacher's guide for the entire course is SO 006 320. (Author/KSM)

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Grade Eleven
Unit: India

SO 006 330

RESOURCE UNIT

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OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
2. Perceptions are affected by people's cultural values and ideology.
3. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.
4. The international system may be looked at as a series of power relationships.
    a. Nations may pool their power behind common goals in varying systems of alliances and combinations.
5. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems.
6. Population is distributed unevenly over the earth's surface.
    a. Population distribution
    values and his technolo
    climate, topography, an
    an area.
7. Temperature is affected by
from the equator, distance
bodies, wind patterns, and
tures which block winds fr
tions.
8. Rainfall is affected by di
ies of water, air pressure
direction, temperature, an
tures which block winds ca
9. Soil type in particular pl
by the type of basic bed r
vegetation, erosion, wind,
well as by how man treats
10. Man uses his physical envi
of his cultural values, pe
level of technology.
    a. The significance of loc
    upon cultural developme
    and outside of a countr
    b. The topography of a reg
    limitations given a spe
    technology.

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is distributed unevenly
rth's surface.

a. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

7. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, and physical features which block winds from certain directions.

8. Rainfall is affected by distance from bodies of water, air pressure systems, wind direction, temperature, and physical features which block winds carrying moisture.

9. Soil type in particular places is affected by the type of basic bed rock, the climate vegetation, erosion, wind, and glaciers as well as by how man treats the soil.

10. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

    a. The significance of location depends upon cultural developments both within and outside of a country.

    b. The topography of a region may present limitations given a specific level of technology.

c. Climate sets up limitations upon man's activities, given a specific level of technology but man has learned to overcome many of the earlier limitations.

d. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

11. Both man and nature change the character of the earth. (Man cuts forest, causes erosion, changes the course of rivers, transports phenomena, removes the fertility of the soil by agricultural practices or builds up the fertility by other practices, builds dams, wells, and canals for irrigation, etc.)

a. Biotic processes transform unconsolidated earth mantle into soil and help change the vegetational pattern.

b. Nature fills in seas.

12. Some things can be produced better in one place than another because of climate, resources, transportation routes, access to resources, access to markets, etc.

a. Coal and iron are needed to produce steel which is a basic product needed in industry.

b. Power for industry is ob the use of coal, oil, na water, wind, and nuclear

13. Changes in birth and death important effects upon soci

a. Living levels do not ris put of production grows rate than population.

14. Every economic system faces a lack of enough productive satisfy all human wants.

a. If productive resources a ployed, investment in cap for future production rec sacrifice in current cons

1) The larger the product relationship to the po less the hardship invo sumers in making the s investments) needed to given growth rate.

15. Although there is no correla population density and depen agriculture, non-industriali which are densely populated low levels of living.

16. Living levels in the U.S. ar compared to those in most co

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ry.

b. Power for industry is obtained from the use of coal, oil, natural gas, water, wind, and nuclear energy.

13. Changes in birth and death rates can have important effects upon society.

    a. Living levels do not rise unless output of production grows at a faster rate than population.

14. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

    a. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.

        1) The larger the productive capacity i
        relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

15. Although there is no correlation between population density and dependency upon agriculture, non-industrialized countries which are densely populated tend to have low levels of living.

16. Living levels in the U.S. are very high compared to those in most countries.

17. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural productive resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

    a. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

    b. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.

    c. The organizational structure of the total economy or of any large sector of it (such as agriculture) affects efficiency and so output.

        1) Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

        2) The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.

18. Economic systems differ as to h
tions are resolved about what a
much to produce, how it shall b
duced, and who shall get what g
services.

    a. The fundamental difference b
    economic systems is in how a
    whom the basic economic deci
    allocation of resources are
    than in who owns the resourc

    b. Economic systems are usually
    with both public and private
    and with decisions made both
    government and by consumers.

    c. In a number of societies nei
    government nor the market sy
    nates the allocation of reso
    Such economic systems are af
    heavily by tradition and rec
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    the past. In all systems re
    relationships are combined w
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19. A given culture is an integrate
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20. Conflicts in which people feel
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upply, even if a different
might increase output per
r.

18. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

    a. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.

    b. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.

    c. In a number of societies neither the government nor the market system dominates the allocation of resources. Such economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems reciprocal relationships are combined with a market system or a command system or both.

19. A given culture is an integrated whole, based on fundamental postulates or values.

20. Conflicts in which people feel that they ar
fighting for ideals are likely to be fierce
than those which involve only personal reasons. Relig
conflict may be fierce and aim at the
compete annihilation or conversion of the
enemy.

a. Whether or not a religious group will attempt to annihilate members of other groups or will adopt some of the beliefs of other religious groups depends upon the basic beliefs and values of the religion.

21. Conflict with another group (as in war) leads to the mobilization of the energies of group members and hence to increased cohesion of the group.

22. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.

23. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and seen as related to other issues.

24. Social control is enforced by social sanctions, formal and informal.

25. The structure of the family varies from society to society.

26. Societies differ in the relative number of ascribed and achieved statuses they provide and in the relative emphasis they are given.

a. Members of a cast cannot
their caste, although as
system changes, there is
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1) Members of a caste mus
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2) Members of a caste usu
specific occupations.

b. Castes have a fixed relat
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sibilities and obligation

c. Those at the upper levels
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27. Although culture is always ch
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a. Cultural traits may change
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b. Persistence of cultural tr
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are given.

a. Members of a cast cannot move out of their caste, although as the caste system changes, there is more likelihood of vertical mobility.

    1) Members of a caste must marry within the caste.

    2) Members of a caste usually follow specific occupations.

b. Castes have a fixed relationship, one to the other, which may involve exchange of services and mutual responsibilities and obligations.

c. Those at the upper levels of a stratification system frequently rationalize the justice of the system as being natural (justified by religion or ability).

27. Although culture is always changing, certain parts or elements may persist over long periods of time.

    a. Cultural traits may change as a result of diffusion.

        1) Peoples who are in contact with each other are likely to borrow cultural traits from each other.

    b. Persistence of cultural traits may result from a lack of exposure to conditions which further change or from a reluctance to change.

1) Certain facets of the social structure may inhibit marked social change and innovation or at least make it difficult.

    a) Class structure may inhibit social change because upper class members who have power will fear the loss of rights.

    b) The division of labor and responsibility among castes produces a mutually interdependent, very stable, and slow-changing society.

2) Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

    a) The more a social change threatens or appears to threaten the traditional values of society, the greater the resistance to that change and the greater its attendant cost in social and personal disorganization.

c. People change their culture if they feel a felt need for change, if they are dissatisfied with present aspects of their culture.

d. Some values are conducive to change; some make change difficult.

    1) Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

e. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

    1) Technological change may create serious problems in a society.

    2) All the institutions in a society are related; because of this relationship, a change in one institution is likely to affect other institutions.

        a) Major shifts in the economic basis of livelihood are almost always followed by significant changes in the nature of family organization and role of women.

b) Although it is difficult to change a caste system, such systems do change as a result of economic and ideological changes.

(1) The more industrialized and urbanized the society, the greater the mobility between classes.

(2) Changes in the educational system may affect class structure; the more widespread the system of education, the greater the mobility between classes.

f. The greatest push to improve living levels is more likely to come from those above the bottom strata than from those at the bottom.

g. Even when a major reorganization of society takes place (such as a revolution), not all of culture is completely modified.

1) People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

28. To be successful, a person who tries to introduce technological change into a country must analyze m before selecting techniques

a. Outsiders may fail to in if they fail to fit the the value system of the used.

b. Those from another cultu to induce technological fail to communicate with of the underdeveloped co

c. Securing participation by in all phases of the inn cess gives people a chan a feeling or need for it them to work out adjustme own way.

d. It helps if someone with thority and prestige can to be first in adopting a tion.

e. Change is more likely to is enforced; that is if s are applied to people one change, providing a need which people do not feel ly.

f. Ill-considered attempts t change may backfire and a tance to future attempts

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a. Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be used.

b. Those from another culture who attempt to induce technological change may fail to communicate with the people of the underdeveloped country.

c. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling or need for it and enables them to work out adjustments in their own way.

d. It helps if someone with great authority and prestige can be induced to be first in adopting an innovation.

e. Change is more likely to occur if it is enforced; that is if sanctions are applied to people one desires to change, providing a need for change which people do not feel spontaneously.

f. Ill-considered attempts to introduce change may backfire and arouse resistance to future attempts at change.

29. An individual brought up in one culture and then thrust into another (or returning from another), faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

30. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

31. Political revolutions are usually the result of multiple causes.

32. Political scientists have long assumed that there are social conditions which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, a minimum economic well-being. Although literacy no longer appears to be indispensible, there is a need for a communication system of some sort.

    a. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

    b. Obstacles to communic
    the belief that other
    siders and/or enemies

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    c. Effective political c
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    d. Freedom is to a great
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ions with the social and econom-
nstitutions prevail and become
fc s of political competition.

b. Obstacles to communication may create the belief that other peoples are outsiders and/or enemies.

   1) Obstacles to communication may be social as well as geographic.

c. Effective political communication depends both on technological skills and on the skills of the population.

   1) Effective political communication depends in part upon the skills of the population (literacy or at least a common language).

d. Freedom is to a great extent culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

33. Ideologies are important for the structure they give to the political system,

the answers they give to ambiguous situations, and the cues for responses they suggest.

34. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

35. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions.

36. Government action may create the conditions for the enjoyment of freedom and, basically, it may create the conditions or order and stability without which the freedom means nothing; it may also curb non-governmental menaces to freedom.

37. Political power is unevenly distributed through a population.

    a. The unequal distribution of political power reflects the basic unequal distribution of resources. skills, and motivation in the society.

    b. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates to increase their political power by joining it with others.

38. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

39. Political decision-making i
many factors: permissabilit
resources, available time,
formation, and previous com

    a. The decision-maker react
    from other decision-make
    lic opinion.

    b. The institutions of gove
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39. Political decision-making is limited by many factors: permissability, available resources, available time, available information, and previous commitments.

    a. The decision-maker reacts to pressures from other decision-makers and to public opinion.

    b. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made; they thus affect those decisions.

40. The leadership of any group must try to maintain group cohesion and must also organize its strategies and provide intellectual leadership.

    a. The type of leader differs in different situations.

41. The separation of powers is intended to and does produce institutional deadlock and delay more often than the parliamentary system does.

42. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

43. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater

price in inconsistency and diversity.

44. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.

45. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.

SKILLS

1. Attacks problems in a rational manner.
    - a. Identifies and defines problems.
    - b. Considers the relevance of each of the social science disciplines and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
    - c. Identifies value conflicts.
    - d. Considers possible hypotheses and/or alternative courses of action.
        - 1) Considers alternative courses of action.
        - 2) Sets up hypotheses.

2. Locates information effici
    - a. Locates information by
      dex in books.
    - b. Uses Reader's Guide to
      mation.
    - c. Uses reference books su
      and encyclopedias.
3. Is effective in gathering
    - a. Reads for main ideas.
    - b. Draws inferences from t
      and other charts.
4. Uses effective geographic
    - a. Uses the atlas index to
    - b. Compares areas with kno
    - c. Draws inferences from a
      a number of map pattern
      area.
5. Has a well-developed time
    - a. Looks for relationships
      within one country and
      wide time framework.
6. Evaluates information and
   formation.

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2. Locates information efficiently.
   a. Locates information by using the index in books.
   b. Uses Reader's Guide to locate information.
   c. Uses reference books such as almanacs and encyclopedias.
3. Is effective in gathering information.
   a. Reads for main ideas.
   b. Draws inferences from tables, graphs, and other charts.
4. Uses effective geographic skills.
   a. Uses the atlas index to locate places.
   b. Compares areas with known areas.
   c. Draws inferences from a comparison of a number of map patterns of the same area.
5. Has a well-developed time sense.
   a. Looks for relationships among events within one country and within a worldwide time framework.
6. Evaluates information and sources of information.

a. Identifies assumptions.

b. Distinguishes fact, inference, and value judgments.

c. Distinguishes differences in difficulty of proof.

d. Checks on the completeness of data.

e. Checks on the bias and competency of authors.

f. Looks for points of agreement and disagreement among sources of information.

7. Organizes and analyzes information and draws conclusions.

a. Applies concepts and generalizations to new data.

b. Tests hypotheses against data.

c. Generalizes from data.

d. Revises generalizations in the light of new data.

e. Considers possible consequences of alternative courses of action.

ATTITUDINAL BEHAVIORS

1. Is curious about social data.

2. Is committed to the free ex
social attitudes and data.
actively for different poin

3. Values objectivity and desi
his values from affecting h
tion of evidence, although
the important role of value
cess of making decisions ab
which demand action.

4. Respects evidence even when
prejudices and preconceptio

5. Is sceptical of conventiona
demands that widely held an
tions be judged in accordan
dards of empirical validati

6. Is sceptical of the finalit
considers generalizations a
tentative, always subject t
the light of new evidence.

7. Evaluates information and s
formation before accepting
generalizations.

8. Values knowledge for the sa
as a means of helping man
world in which he lives.

9. Believes that the social sc
tribute to men's welfare by
formation and explanatory g
which help them achieve the

s assumptions.

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eneralizations in the
new data.

possible consequences of
ve courses of action.

IORS

bout social data.

2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view.

3. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.

4. Respects evidence even when it contradicts prejudices and preconceptions.

5. Is sceptical of conventional truths and demands that widely held and popular notions be judged in accordance with standards of empirical validation.

6. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

7. Evaluates information and sources of information before accepting evidence and generalizations.

8. Values knowledge for the sake of knowledge, as a means of helping man understand the world in which he lives.

9. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.

10. Is sceptical of theories of single causation and is equally sceptical of panaceas.

11. Appreciates and respects the cultural contributions of other countries, races, and religions.

12. Has a sense of responsibility for taking informed action about problems confronting the nation.

13. Evaluates conditions on the basis of their effects upon individuals as human beings.

OBJECTIVES

G. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

OUTLINE OF CONTENT

I. India's future is important to t
the free world.

A. India has the second largest
any country in the world, alt
less than one-half the size o
it should turn to communism,
would be faced with a tremend
prestige, potential manpower,
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ECTIVES

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BOUT SOCIAL DATA.

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ons prevail and become
political competition.

a community of inter-
untries. Important hap-
ne part of the world
parts.

OUTLINE OF CONTENT

I. India's future is important to the future of the free world.

A. India has the second largest population of any country in the world, although it is less than one-half the size of the U.S. If it should turn to communism, the free world would be faced with a tremendous loss of prestige, potential manpower, and potential economic power.

TEACHING PROCEDURES

1. Do one of the following to introduce the unit on India.

   a. Give pupils an attitudes test on India. Have them discuss class results briefly, noting differences in opinion. Then tell class something about American attitudes toward India as described in Issacs' *Images of Asia*. Compare these attitudes toward India with the attitudes Issacs found about China. Discuss: Why do you think Americans were more favorable toward China? Note date of Isaacs' study and discuss: Do you think a similar study today would reveal the same results? Why or why not? Discuss the author's comment that "Ignorance leads to many of the misconceptions held."

   b. Give pupils a word association test for the word "India." Then discuss the different words which pupils associate with this country.

2. Point out that some people associate the words famine and poverty with India. Show pictures of famine in India. Have pupils read a brief account of a recent famine. Quote other brief descriptions. Discuss: Why is the Indian government concerned about famines? Why should we be concerned? (Focus upon both political and humane considerations.)

MATERIA

Isaacs, *Im*

Bourke-Whi
Freedom, c
Use Reader
articles a
in recent

TEACHING PROCEDURES	MATERIALS
ne following to introduce the unit on India.	
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hat some people associate the words famine with India. Show pictures of famine in e pupils read a brief account of a recent fam- other brief descriptions. Discuss: Why is government concerned about famines? Why should rned? (Focus upon both political and humane ons.)	Bourke-White, Halfway to Freedom, op. 135, Ch. 16. Use Reader's Guide for articles about famines in recent years.

S. Sets up hypotheses.

G. Living levels do not rise unless output of production grows at a faster rate than population.

S. Compares areas with known areas.

∞

3. Also ask: Suppose you lived in India, where there has been recurring starvation and semi-starvation for hundreds of years. What kinds of religious beliefs do you think you would hold? (toward this life? towards a possible life after death? etc.) Have pupils set up hypotheses to check later. (If pupils refer only to Buddhism, remind them that Buddhism is not the dominant religion in India.)

4. Place on the chalkboard figures for India's population in 1947 (est. 345 Million) when India became independent. Now add the most recent estimates (or estimate of 434.8 million in 1961). Have pupils figure out the total increase in population in these years. Compare this increase with the population of the U.S. Compare India's present population with the combined population of the U.S. and the U.S.S.R. Compare with the population of Western Europe and with China. Quote statistics in Fersh on the increase in population in India in one day or one week.

See p. 8 of Le
tinent of Indi
on world popul
also McClella
pp. 46-46;
Fersh, India:
Transition, p.
rent History,

Read aloud several predictions about what the population of India will be in a few years and the growth each year. Discuss: What problems does this great growth pose for India?

5. Have pupils examine an equal-area map of the world. Ask: How does India compare in size with the U.S.? Western Europe? the U.S.S.R.? China?

Equal-area ma

Have a pupil look up number of square miles in India and these other areas and make graphs to show the comparisons.

Almanac.

ppose you lived in India, where there has
g starvation and semi-starvation for hun-
s. What kinds of religious beliefs do you
ld hold? (toward this life? towards a pos-
ter death? etc.) Have pupils set up hypoth-
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U.S.S.R. Compare with the population of
e and with China. Quote statistics in Fersh
se in population in India in one day or one

See p. 8 of Lengyel, Sub-Continent of India for graph on world populations. See also McClellan ed., India, pp. 46-46;
Fersh, India: Tradition in Transition, p. 236; Current History, Mch., 1963.

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Equal-area map of world.

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Almanac.

S. Applies previously-learned concepts and generalizations to new data.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMBS CONFRONTING THE NATION.

6. Now have pupils think once more of comparisons in population and size between India and the U.S., and between India and China. Discuss: Do you think India's large population would be more of a handicap or advantage to India? Why? Do we have any reason to worry about what happens to a country with such a large population?

7. Now give pupils a series of figures (using chalkboard) to illustrate poverty in India. e.g. life expectancy compared with U.S., infant mortality rate compared with U.S., income per capita, average farm income, etc., no. of beggars according to census figures, av. size of farms as compared to football field, no. of people living (cooking and sleeping) in streets of cities, epidemic figures for recent years; no. of doctors and dentists per 100,000 people, etc. Show class the world consumption of daily calories per capita in different countries. Ask: How does India rank as compared other countries? Discuss: Do you think people in this country should be at all concerned about this poverty? Should we help with economic aid?

Use as curre
ble. For ol
McClellan, e
48, 51, 148-
India Agains
(av. income)
Global Hist.
Statistical
India and S.
Wilcox, et.a
the World To
GNP per capi
Lamb, India,
sition, p. 2
Conf. Bd. Ro
on Calorie C
1962. Meyer
Geog. in Wor
(map of diet
in world).

8. Do one of the following:

   a. Discuss: On the basis of your present knowledge, why do you think India is important to us? Show pupils a world map and see if they can add to any points already made.

s think once more of comparisons in popula-
between India and the U.S., and between
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ld be more of a handicap or advantage to
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g and sleeping) in streets of cities,
es for recent years; no. of doctors and
00,000 people, etc. Show class the
ion of daily calories per capita in dif-
es. Ask: How does India rank as com-
countries? Discuss: Do you think peo-
untry should be at all concerned about
Should we help with economic aid?

Use as current data as possible. For older data, see: McClellan, ed., *India*, pp. 46 48, 51, 148-149. Berkowitz, *India Against Time*, p. 35 (av. income). Stavrianos, *Global Hist.*, p. 547. *U.N. Statistical Yearbook*. Fersh, *India and S. Asia*, p. 101. Wilcox, et.al., *Economies of the World Today* (tables on GNP per capita) pp. 16-20. Lamb, *India, A World In Transition*, p. 264. Nat'l. Ind. Conf. Bd. *Road Map of Industr* on Calorie Consumption, Jan.2 1962. Meyer and Streitelmeier, *Geog. in World Society*, p. 34 (map of dietary deficiencies in world).

following:

the basis of your present knowledge, why
k India is important to us? Show pupils
and see if they can add to any points al-

G. The international system may be looked at as a series of power relationships.

S. Considers possible hypotheses and/or alternative courses of action.

S. Identifies value conflicts.

S. Identifies assumptions.

S. Considers the relevance of each of the social science disciplines and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

B. Underdeveloped countries, es
and Africa, are watching the
which China and India try to
of living; if India proves l
may well lead to communist g
tries of the world.

onal system may be
a series of power
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ssible hypotheses and/
e courses of action.

alue conflicts.

ssumptions.

relevance of each of
ience disciplines and
s of questions asked and
l concepts used in the
iplines to help him an-
blem.

B. Underdeveloped countries, especially in Asia and Africa, are watching the success with which China and India try to raise their level of living; if India proves less successful, it may well lead to communist gains in other countries of the world.

b. Read Lenin's comment that "The Road to Paris lies through Peking and Calcutta." Discuss.

c. Prepare a bulletin board showing the importance of India to the free world or showing some current world problem related to India.

d. Read aloud or have pupils read a current news article on how India affects world affairs or the U.S.

9. Read aloud or have pupils read sections of Senator John Kennedy's remarks about the importance of India. Be sure to discuss his comments about the danger facing the free world if China should continue to improve its economic conditions faster than India does. Have pupils note date of speech and suggest they try to find out during unit whether the trend Kennedy noted has continued or whether India has caught up with Red China.

Stavrianos,
World Histo
Also see ta
rate in 195
countries i
Economies o
p. 20 and t
real income

10. Tell pupils briefly about India's policy of nonalignment, about our problems with India and Pakistan over the Kashmir dispute, and about the Indian-Chinese border dispute. Discuss: What possible alternatives can you think of right now for dealing with India? What value conflicts do we face in our relations with India?

11. Read aloud conflicting viewpoints on giving U.S. aid to India and on other policies we should follow in our dealings with India. Discuss: What goals do these people hold as they suggest these policies? What assumptions are they making? Have pupils try to define their own goals for our relations with India. Have them suggest other policy alternatives than those already quoted. Ask pupils to list kinds of information they think they need before

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cking and Calcutta." Discuss.

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the free world or showing some current world
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Stavrianos, ed., Readings in World History, pp. 631-33. Also see table on Ec. growth rate in 1950's of a no. of countries in Wilcox, et.al., Economies of the World Today, p. 20 and table of changes in real income in Wilcox, p. 22.

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A. VALUES KNOWLEDGE FOR THE SAKE OF KNOWLEDGE, AS A MEANS OF HELPING MAN UNDERSTAND THE WORLD IN WHICH HE LIVES.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Perceptions are affected by people's cultural values and ideology.

A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.

G. Cultural traits may change as a result of diffusion.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

C. U.S. citizens and citizens of
same things differently becaus
ferent cultural backgrounds.

D. Other countries have borrowed
of both material and nonmater
India in the past and may bor
the future.

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A MEANS OF HELPING
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its may change as a re-
fusion.

ND RESPECTS THE CULTURAL
NS OF OTHER COUNTRIES,
ELIGIONS.

C. U.S. citizens and citizens of India view the same things differently because of their different cultural backgrounds.

D. Other countries have borrowed much in the way of both material and nonmaterial culture from India in the past and may borrow much more in the future.

coming to any conclusions about which policies U.S. should follow. What help can they get from the different social sciences? What kinds of questions would these social scientists ask about India? What other reasons do pupils have for studying India?

12. Point out that as pupils study India they may be shocked at times by what they consider unhygienic conditions and dirt. To show that in part their reaction will be a cultural one, read aloud a quotation about the Indian reaction to "dirty" Americans.

Zinkin, India Ch
pp. 144-145.

13. Show tables from a study of Indiancollege student attitudes toward the U.S. concerning which aspects of Western culture they like and dislike. Remind pupils that Indians view our culture through their cultural values and perceptions and we tend to do same as we view their culture. Suggest that pupils try to see how Indians view their culture and try to find out why they react as they do to Western culture.

Cormack, She Wh
Peacock, pp.

14. Tell pupils that India produced the man whom some have called the greatest religious and political leader of the world in this century -- Mr. Gandhi. Tell pupils a few brief stories about him to arouse pupil interest. Ask: Do you see any way in which his ideas may have affected social and political events in this country? (Relate to ideas of non-violence.)

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Zinkin, India Changes,
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A. IS CURIOUS ABOUT SOCIAL DATA.

15. Read aloud a quotation from some authority on India on some kinds of things which other countries have borrowed from India in the past (material and non-material) and ways in which he thinks U.S. and Western Europe might learn from India in the future.

16. Display books on India (on a table or on the chalkboard railing). Or prepare a bulletin board display of book jackets of new books. Give pupils an annotated list of some of the books which they might like to read about India.

See Bibli

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See Bibliography.

II. Man uses his physical environment in terms of his cultural values, perc
and level of technology.

Note: If the class has studied the other three units of the course, they s
be able at this time to be quite independent in applying generalizat
that they have learned earlier to the study of the geography of Indi
Therefore, a different approach is used in this section of the unit
that found in earlier units. It is recommended for use unless this
is taken out of order in the course. If the unit is taught out of d
the teacher may wish to use somewhat the same kinds of procedures su
for earlier units in developing this section of the unit.

Since the approach used in this part of the unit calls for independe
study focused upon just one question, the procedures to be used are
scribed first. The general content and the generalizations be be ap
are placed on the pages following the procedures. The major activit
listed first should help develop a series of skills which are listed
the left-hand column.

Skills Objectives for Part II of This Unit

S. Locates information by using the index in books.

S. Uses reference books such as almanacs and encyclopedias.

S. Uses Reader's Guide to locate information.

S. Uses the atlas index to locate places.

S. Draws inferences from a comparison of a number of map patterns of the same area.

Activities for Part II of This Unit

1. Have students work individually
prepare written papers presentin
about the following question: G
features of India, does India ha
to raise its levels of living as
rapidly than Communist China has
come an important industrial nat
hold a brief discussion.)

Pupils should use books, pamphle
such as those suggested in the b
Also have students use atlases,
acs, and encyclopedias. They sh
Reader's Guide to locate curren

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r's Guide to locate infor-

tlas index to locate

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Activities for Part II of This Unit

1. Have students work individually or in groups to prepare written papers presenting their conclusions about the following question: Given the physical features of India, does India have the potential to raise its levels of living as rapidly or more rapidly than Communist China has done and to become an important industrial nation? (Perhaps hold a brief discussion.)

   Pupils should use books, pamphlets, and articles such as those suggested in the bibliography. Also have students use atlases, wall maps, almanacs, and encyclopedias. They should use the Reader's Guide to locate current information.

S. Sets up hypotheses.

S. Draws inferences from tables, graphs, and other charts.

S. Checks on the completeness of data.

S. Checks on the bias and competency of authors.

Call attention of the class to
India and Pakistan were divide
both achieved their independen
Have pupils locate each on a p
fore they begin work.

Before pupils begin work, you
brief discussion in which they
tors and topics which they nee
to answer the question. In cl
able students, you may wish to
cussion. Instead, you could m
class as pupils work, asking q
suggestions as needed.

2. Perhaps intersperse one or mor
during the days when pupils ar
papers.

   a. Show the film The Ganges Ri
   route and history of the ri
   in the Himalayas to its mou
   Bengal. (This 2-reel film
   McGraw-Hill.)

   b. Have pupils read descriptio
   season and what it means to
   tures. (See Fersh, India a
   14; Life, Sept. 8. 1961, pi

Now have pupils read (or you m
description of the effect of f
See Nair, Blossoms in the Dust

otheses.

ences from tables,
other charts.

he completeness of data.

he bias and competency

Call attention of the class to the fact that India and Pakistan were divided at the time both achieved their independence from Britain. Have pupils locate each on a political map before they begin work.

Before pupils begin work, you may wish to hold a brief discussion in which they identify the factors and topics which they need to investigate, to answer the question. In classes of very capable students, you may wish to omit such a discussion. Instead, you could move around the class as pupils work, asking questions and making suggestions as needed.

2. Perhaps intersperse one or more of these activities during the days when pupils are working on their papers.

   a. Show the film The Ganges River which shows the route and history of the river from its source in the Himalayas to its mouth in the Bay of Bengal. (This 2-reel film is distributed by McGraw-Hill.)

   b. Have pupils read descriptions of the monsoon season and what it means to India. Show pictures. (See Fersh, India and S. Asia, pp. 13-14; Life, Sept. 8. 1961, pictures.)

   Now have pupils read (or you might read aloud) a description of the effect of floods on farmers. See Nair, Blossoms in the Dust, pp. 70-72.

G. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, and physical features which block winds from certain directions.

G. Rainfall is affected by distance from bodies of water, air pressure systems, wind direction, temperature, and physical features which block winds carrying moisture.

G. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, and physical features which block winds from certain directions.

G. Rainfall is affected by distance from bodies of water, air pressure systems, wind direction, temperature, and physical features which block winds carrying moisture.

G. The topography of a region may present limitations given a specific level of technology.

A. India's location has influenced

1. India's location in relation
   has combined with other feat
   of India an extremely hot cl
2. India's location in relation
   systems and large bodies of
   the monsoons an important in
   life of the people.

B. India's topography has been imp
number of reasons; however, man
overcome some of the limitation
him by this topography earlier

1. The high mountains to the no
   mountains to the west and ea
   have affected rainfall patte
2. The high mountains to the no
   the cold winds from the cent
3. The high mountains to the no
   source for year-round water
   northern rivers.
4. The terrain of the plateau r
   most of the rivers unnavigab
   The rivers have provided sou
   irrigation in India.
5. The large plains area has mad
   an extensive railroad system
   the continent.

e is affected by the dis-
he equator, distance
ater bodies, wind patterns,
l features which block
ertain directions.

affected by distance
of water, air pressure
d direction, tempera-
ysical features which
carrying moisture.

e is affected by the dis-
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ertain directions.

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of water, air pressure
d direction, tempera-
ysical features which
carrying moisture.

hy of a region may pre-
ions given a specific
hnology.

A. India's location has influenced its climate.

1. India's location in relationship to the equator has combined with other features to give most of India an extremely hot climate.

2. India's location in relationship to pressure systems and large bodies of water have made the monsoons an important influence in the life of the people.

B. India's topography has been important for a number of reasons; however, man has learned to overcome some of the limitations placed upon him by this topography earlier in history.

1. The high mountains to the north and the lower mountains to the west and east of the plateau have affected rainfall patterns.

2. The high mountains to the north have cut off the cold winds from the central Asian plains.

3. The high mountains to the north have been a source for year-round water supplies on the northern rivers.

4. The terrain of the plateau region has made most of the rivers unnavigable in this area. The rivers have provided sources for extensive irrigation in India.

5. The large plains area has made it easy to build an extensive railroad system in this part of the continent.

G. Soil type in particular places is affected by the type of basic bed rock, the climate, vegetation, erosion, wind, and glaciers as well as by how man treats the soil.

G. Biotic processes transform unconsolidated earth mantle into soil and help change the vegetational pattern.

G. Nature fills in seas.

G. Man changes the character of the earth.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

G. Climate sets up limitations upon man's activities, given a specific level of technology but man has learned to overcome many of the earlier limitations.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

C. Soil has been affected by a num
soil quality varies from one pa
another.

D. Types of agriculture in a regio
nation's cultural values, perce
nology as well as upon climate,

1. Indian crops vary greatly de
climate, topography, and soi

2. The climate has made possibl
year in parts of India when
has been sufficient.

3. India's agriculture has been
by the lack of water when th
come. Some parts of India a
much agriculture even in goo

4. India has developed a vast s
and is building more dams, d
water reservoirs to overcome
lems of lack of water at cer
year or in certain parts of

in particular places is
y the type of basic bed
limate, vegetation,
ind, and glaciers as
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, and technology as well
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s up limitations upon
ities, given a specific
chnology but man has
overcome many of the
itations.

is physical environment
his cultural values,
, and level of technol-

C. Soil has been affected by a number of factors; soil quality varies from one part of India to another.

D. Types of agriculture in a region depend upon a nation's cultural values, perceptions, and technology as well as upon climate, soils and relief.

1. Indian crops vary greatly depending upon the climate, topography, and soil.
2. The climate has made possible several crops a year in parts of India when the water supply has been sufficient.
3. India's agriculture has been affected adversely by the lack of water when the monsoons fail to come. Some parts of India are too dry for much agriculture even in good monsoon years.
4. India has developed a vast system of irrigation and is building more dams, deep wells, and water reservoirs to overcome some of the problems of lack of water at certain times of the year or in certain parts of the country.

	5. India is introducing some new proved seeds in many villages
G. Coal and iron are needed to produce steel which is a basic product needed in industry.	E. India has fairly rich resources growth.
G. Power for industry is obtained from the use of coal, oil, natural gas, water, wind, and nuclear energy.	1. India is fairly rich in miner has not developed them to any 2. India has a vast potential of 3. India lacks enough trees to p cooking fuel; therefore, catt used for fuel rather than for tion.
G. Some things can be produced better in one place than another because of climate, resources, transportation routes, access to resources, access to markets, etc.	F. The division of the Indian sub-c two countries has created n' 'erc lems. 1. Each country lacks something by the other.
G. The world is a community of interdependent countries.	2. Serious disputes have arisen bution of water on the rivers
G. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.	G. The population distribution is c rainfall and irrigation patterns largely a country of villages w large cities.)
G. Population is distributed unevenly over the earth's surface.	1. One-third of the population six per cent of the land area

ron are needed to pro-
which is a basic prod-
in industry.

ndustry is obtained from
coal, oil, natural gas,
, and nuclear energy.

s can be produced better
e than another because
resources, transporta-
, access to resources,
arkets, etc.

s a community of inter-
ountries.

distribution reflects
s and his technology
climate, topography,
es of an area.

is distributed unevenly
rth's surface.

5. India is introducing some new crops and improved seeds in many villages.

E. India has fairly rich resources for industrial growth.

  1. India is fairly rich in mineral resources, but has not developed them to any great extent.

  2. India has a vast potential of water resources.

  3. India lacks enough trees to provide cheap cooking fuel; therefore, cattle dung has been used for fuel rather than for much fertilization.

F. The division of the Indian sub-continent into two countries has created numerous economic problems.

  1. Each country lacks something which is provided by the other.

  2. Serious disputes have arisen over the distribution of water on the rivers.

G. The population distribution is closely related to rainfall and irrigation patterns. (India is largely a country of villages with only a few large cities.)

  1. One-third of the population is crowded into six per cent of the land area.

2. Population densities in the Ga
range from 1000 to 2500 per s

3. About 93 million Indians live
rest in small villages; however
population is growing about tw
as is the village population.

4. Cities have very large populat
the city of Delhi, for example
mated density of 136,000 peopl
mile or about twice that of Ma

G. Changes in birth and death rates can have important effects upon society.

H. India's growth in population is v
year as a result of its large bas
death rate rather than an extreme
rate.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. Output must increase more rapidly than population if living levels are to rise.

I. India has already developed cons
of certain types, but it lags be
tries and its rate of growth is
not increasing rapidly enough as
population increases to produce r
levels of living as yet.

2. Population densities in the Gangetic Valley range from 1000 to 2500 per square mile.

3. About 93 million Indians live in cities, the rest in small villages; however, the urban population is growing about twice as fast now as is the village population.

4. Cities have very large population densities; the city of Delhi, for example, has an estimated density of 136,000 people per square mile or about twice that of Manhattan Island.

birth and death rates
portant effects upon

H. India's growth in population is very large each year as a result of its large base and a falling death rate rather than an extremely high birth rate.

IDENCE EVEN WHEN IT
PREJUDICES AND PRE-
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increase more rapidly
tion if living levels
.

I. India has already developed considerable industry of certain types, but it lags behind many countries and its rate of growth is low; growth is not increasing rapidly enough as compared to population increases to produce much increase in levels of living as yet.

OBJECTIVES	OUTLINE OF CONTENT
A. IS CURIOUS ABOUT SOCIAL DATA.	III. Although culture is always cha or elements may persist over l
A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.	A. India has a rich cultural h current economic underdevel tion helps create national
A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.	1. The sub-continent of Ind four major sites of the of civilization; its civi from that in Mesopotamia an advanced urban life.
G. Cultural traits may change through a process of diffusion. (People who are in contact with each other are likely to borrow cultural traits from each other.)	
A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.	2. India is noted for its ar the development of religi
G. Cultural traits may change through a process of diffusion.	3. India has been noted for matics and some phases of

S ABOUT SOCIAL DATA.

INFORMATION AND SOURCES
TION BEFORE ACCEPTING
ND GENERALIZATIONS.

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EW EVIDENCE.

raits may change through
of diffusion. (People
contact with each other
to borrow cultural
n each other.)

S AND RESPECTS THE CUL-
RIBUTIONS OF OTHER COUN-
ES, AND RELIGIONS.

raits may change through
of diffusion.

OUTLINE OF CONTENT

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. India has a rich cultural history despite its current economic underdevelopment; this tradition helps create national pride.

1. The sub-continent of India was one of the four major sites of the early development of civilization; its civilization borrowed from that in Mesopotamia and then developed an advanced urban life.

2. India is noted for its art, literature, and the development of religion.

3. India has been noted for its work in mathematics and some phases of science.

TEACHING PROCEDURES	MATERIALS
1. Provide pupils with a list of possible student activities on the rest of the unit; have pupils add to this list. Then have each pupil list his first three choices for activities and turn in his list. Make assignments with a tentative schedule the next day.	
2. Perhaps have several pupils read the Emergence of Civilization case study on the Indus Valley plus some additional material on the ancient river valley civilization and problems faced by archeologists in studying this civilization. The pupils should emphasize diffusion of culture from Mesopotamia and to the invading Aryans as well as elements of culture which seem to have persisted in India. They should present their information to the class either in writing or in an oral presentation.	Ellison, C *Emergence* *Enigmatic* *dus Valley* *Pageant of* ch. 2; Spe *History*; F ch. 4.
3. A pupil might give a report on "India: A Rich Cultural Past." He should project pictures to illustrate achievements in art and architecture and should point out relationship of religion to these art forms.	Spencer,
4. A pupil interested in math or science might prepare a chart showing Indian contributions to math (including modern statistics) and science.	Spencer, pp. 49-54.

DURES	MATERIALS
pils with a list of possible student activities t of the unit; have pupils add to this list. each pupil list his first three choices for ac- nd turn in his list. Make assignments with a schedule the next day.	
ve several pupils read the Emergence of Civil- se study on the Indus Valley plus some addi- erial on the ancient river valley civilization ms faced by archeologists in studying this civ- . The pupils should emphasize diffusion of cul- Mesopotamia and to the invading Aryans as well s of culture which seem to have persisted in y should present their information to the class writing or in an oral presentation.	Ellison, *Case Studies in the Emergence of Civilization, An Enigmatic Civilization, the Indus Valley*. See also Sen, *Pageant of India's History*, ch. 2; Spear, *India, a Modern History*; Fairservis, *India*, ch. 4.
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A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

G. The significance of location depends upon cultural developments both within and outside of a country.

G. Culture traits may change through a process of diffusion.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

S. Sets up hypotheses.

G. Culture traits may change through a process of diffusion.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

4. India was once one of the
in the world; Western Euro
with it to obtain its spic
and its world famed cotton

B. India's location between the
on large bodies of water has
trade purposes and for cultur
diffusion of its culture to o
However, the significance of
depended upon the culture of
the east and west of India.

1. India's physical features
considerable barrier to in
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2. Nevertheless, India was su
of invasions of people who
Such invasions resulted in
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ts from each other.

4. India was once one of the richest countries in the world; Western Europe wished to trade with it to obtain its spices, gold and silver, and its world famed cotton cloth.

B. India's location between the east and west and on large bodies of water has been important for trade purposes and for cultural borrowing and diffusion of its culture to other countries. However, the significance of this location has depended upon the culture of other peoples to the east and west of India.

1. India's physical features have provided a considerable barrier to invasion except through the passes to the northwest.

2. Nevertheless, India was subjected to a number of invasions of people who came to settle. Such invasions resulted in much cultural diffusion and helped contribute to the great variety of peoples, languages, and religions.

5. A pupil might prepare a chart showing the goods which Western Europe wanted from India when Europeans began to seek trade routes to India. He should describe briefly the reasons for this desire for trade.

See World hi
and Spear, I

6. Have pupils examine a physical-political map of the Indian sub-continent in relation to all of its neighbors. Have pupils note the location of the cultures they have studied earlier. Then have them note the relative location of the Indian sub-continent to these other cultures. Ask: What significance do you think its location in relation to these other cultures may have had upon its history? How easy would it have been to invade India? How do you think invaders would have come during India's early history?

Physical-pol
sub-continen
neighbors.

7. Have a group of students prepare a bulletin board on the invasions and empires established in India by the invading conquerors. They should include a map showing the extent of the different empires. They should also prepare a chart showing how each invading group affected life in India. (e.g. effects upon population composition,

Spencer, Mad
Lamb, India,
sition, chs.
Sen, Pageant
tory. Ewing
World, pp. 1

prepare a chart showing the goods which e wanted from India when Europeans began routes to India. He should describe brief- ns for this desire for trade.	See World history textbooks and Spear, India.
xamine a physical-political map of the In- inent in relation to all of its neighbors. ote the location of the cultures they have er. Then have them note the relative loca- ndian sub-continent to these other cultures. gnificance do you think its location in re- se other cultures may have had upon its his- sy would it have been to invade India? How invaders would have come during India's early	Physical-political map of Indian sub-continent in relation to neighbors.
of students prepare a bulletin board on the empires established in India by the invad- s. They should include a map showing the different empires. They should also pre- showing how each invading group affected . (e.g. effects upon population composition,).	Spencer, Made in India. Lamb, India, a World in Transition, chs. 3-4. Sen, Pageant of India's History. Ewing, Our Widening World, pp. 142-167.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Tests hypotheses against data.

S. Sets up hypotheses.

G. Obstacles to communication may be social as well as geographic.

G. Obstacles to communication may create the belief that other peoples are outsiders and/or enemies.

G. Political scientists have assumed that there are social conditions which a society must meet before it can "make a go" of democracy; they hardly agree on what they are, but most suggest common values, a communication system, stable society, and a minimum economic well-being.

S. Looks for relationships among events within one country and within a world-wide time framework.

C. Traditional aspects of Indian c
still important today despite
like all cultures, Indian cultu
ing.

1. Although India's population
representatives of the three
there has been much intermix
color, however, has been one
to discrimination.

2. People in India speak nearly
different languages; these l
dialects grew up in part bec
ent invasions and in part be
relative isolation of many p
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system, stable society,
um economic well-being.

elationships among events
country and within a
time framework.

C. Traditional aspects of Indian culture are still important today despite the fact that like all cultures, Indian culture is changing.

1. Although India's population is made up of representatives of the three main races, there has been much intermixture. Skin color, however, has been one factor leading to discrimination.

2. People in India speak nearly two hundred different languages; these languages and dialects grew up in part because of different invasions and in part because of the relative isolation of many parts of India, particularly in ancient times.

languages, religion, social stratification, etc.) Have the group explain the bulletin board to the class. Be sure that they explain the term caste very briefly, even though it will be studied in more depth later. Have pupils check the hypotheses they set up in #6.

Spear, Ind
History.

Or the students could prepare a dittoed map and chart for distribution to all members of the class. They should explain the material to the class and answer questions which other pupils may raise.

Discuss: What other factor or factors (besides invasions) might help explain thelarge number of languages and dialects in India today? (Cite number). What kinds of problems would you expect to arise in India because of this number of languages? (Ask further questions to get pupils to set up hypotheses related to problems of education, obtaining national unity, handling elections, etc.) Also ask: What problems do you think might arise because of the number of races in India? (Set up hypotheses to test through study of other historical material and present-day problems.)

8. Have a group of pupils prepare a parallel time line to show important landmarks in Indian history on one timeline, U.S. history on another, European history on another, Russian history on a fourth, and Chinese history on a fifth. Have pupils note time relationships among events in different countries. Discuss: Do you think any of the events in these other countries had any effect upon what happened in India?

religion, social stratification, etc.) Have
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ey explain the term caste very briefly, even
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ory on a fourth, and Chinese history on a
pupils note time relationships among events
countries. Discuss: Do you think any of the
ese other countries had any effect upon what
India?

Spear, India: A Modern History.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change and some make change difficult.

G. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

G. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict may be fierce and aim at the complete annihilation or conversion of the enemy.

G. Whether or not a religious group will attempt to annihilate members of other groups or will adopt some of the beliefs of other religious groups depends upon the basic beliefs and values of the religion.

3. Religion in India has affec
of Indian life.

a. The Hindu religion is pr
has proved able to appea
all classes and to incor
other religions.

1) The Hindu belief in r
helped make man accep

2) The Hindu belief in m
different interpretat
ligion makes it possi
of many beliefs to ac
gion.

3) The Hindu belief in n
had a tremendous effe
Indian history.

4) Hindu beliefs have af
ture, diet, and healt

b. Islam is the main religi
but it is also the faith
50 million citizens in I

1) In recent times it ha
from among the Untouc

2) Its belief in convers
has not been terribly
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3) It is less tolerant o
than is the Hindu rel

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fiercer than those which
personal reasons. Reli-
t may be fierce and aim
te annihilation or con-
e enemy.

t a religious group will
nihilate members of other
l adopt some of the be-
r religious groups depends
c beliefs and values of
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3. Religion in India has affected all aspects of Indian life.
   a. The Hindu religion is predominant; it has proved able to appeal to those of all classes and to incorporate many other religions.
      1) The Hindu belief in reincarnation has helped make man accept caste status.
      2) The Hindu belief in many gods and in different interpretations of the religion makes it possible for people of many beliefs to accept the religion.
      3) The Hindu belief in non-violence has had a tremendous effect on modern Indian history.
      4) Hindu beliefs have affected agriculture, diet, and health.
   b. Islam is the main religion in Pakistan but it is also the faith of some 40 to 50 million citizens in India.
      1) In recent times it has won converts from among the Untouchables.
      2) Its belief in conversion by the sword has not been terribly important in Indian history.
      3) It is less tolerant of other beliefs than is the Hindu religion.

*9. Have all pupils read about India's major religions. They should compare them. Discuss: Why might members of the Islam and Hindu faiths clash? Why did Buddhism tend to die out in India? How was Hinduism related to other aspects of the social system?

Perhaps show the film Hinduism from the Great Religions Series. This film discusses the origins of Hinduism and describes its characteristics. It also deals with the caste system.

Have pupils read a selection about the Sacred Cow and the problems arising in India because of this Hindu belief.

Kennedy, He
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and Ceylon,
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os, Global
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History, pp

ls read about India's major religions. ompare them. Discuss: Why might members and Hindu faiths clash? Why did Buddhism ut in India? How was Hinduism related to of the social system?	Kennedy, *Here Is India*, pp. 39-56. Russell, *India, Pakistan, and Ceylon*, pp. 38-48. Fitch, *Their Search For God*. Browne, *This Believing World*. Stavrianos, *Global History*, pp. 570-76. Editors of Life, *World's Great Religions*. Lamb, *India*, ch. 7-8; Burtt, ed., *Teachings of the Compassionate Buddha*. Spear, *India*; Joe Brown, *India*, ch. 2.
the film *Hinduism* from the Great Religions film discusses the origins of Hinduism and characteristics. It also deals with the	Film: *Hinduism*, McGraw-Hill, 2 reels.
ead a selection about the Sacred Cow and arising in India because of this Hindu be-	Stavrianos, *Readings in World History*, pp. 637-39.

S. Sets up hypotheses.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change and some make change difficult.

G. The structure of the family varies from society to society.

c. Hinduism and Islam dif
the matter of the numb
version, tolerance of
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Hinduism in India, alt
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4. In India the traditional
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has helped fragment farms.

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c. Hinduism and Islam differ mainly over the matter of the number of gods, conversion, tolerance of other religions, the eating of meat, music at religious prayer, and equality of people. These differences have led to religious strife, although peoples of both faiths have worked together within India.

d. There are other religions groups related to Hinduism in India, although Buddhism which began in India has almost died out there. These religious groups generally began as reform movements. Hinduism has adopted many of their beliefs, thus attracting some back to the Hindu faith and keeping the groups from becoming very large.

e. There are also a number of Christians in India and some believers in the old Zoroaster religion from ancient Persia.

4. In India the traditional form of family was the extended family; this is still true in much of rural India. The type of inheritance has helped fragment farms.

10. A pupil might prepare a bulletin board or chart on the topic: "India: A Nation of Diversity." Discuss: What possible advantages and disadvantages do you see to the degree of diversity found within India?

*11. Have all pupils read about Indian life in 1800. They should then discuss the chief characteristics of Indian culture, with a view to seeing how they changed or remained very much the same during the next century and a half. Be sure to emphasize the extended family and inheritance system, the role of women, the caste system, the role of religion, village life, the importance of agriculture, handicrafts, and government. Discuss: What

Ewing, Our
pp. 169-18
rlanos, Re
tory, pp.

night prepare a bulletin board or chart on the
"India: A Nation of Diversity." Discuss: What
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of religion, village life, the importance of
ure, handicrafts, and government. Discuss: What

Ewing, *Our Widening World*, pp. 169-183. See also Stavrianos, *Readings in World History*, pp. 598-600.

G. Social structure may make change difficult.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and in the relative emphasis they are given.

G. Those at the upper levels of a stratification system frequently rationalize the justice of the system as being natural (justified by religion or ability).

G. Castes have a fixed relationship, one to the other, which may involve exchange of services and mutual responsibilities and obligations.

G. Members of a caste cannot move out of their caste, although as the caste system changes, there is more likelihood of vertical mobility.

  a. Members of a caste must marry within the caste.

  b. Members of a caste usually follow specific occupations.

5. India's caste system has t
a sense of security for in
provide stability and a sy
welfare in a country torn
frequent lack of a strong
ever, it has also tended t
tiative, to preserve ideas
among peoples, and to slow

  a. The caste system develo
  early invasions by the
  groups were conquered,
  within the caste system

  b. Every society has some
  ment of relationships wh
  regulates the modes of
  course among members of
  India's system has been
  ple born into a certain
  unable to move out of i

    1) The patterned structu
    sible for people to
    it also enables them
    others will act and
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ste, although as the
n changes, there is more
of vertical mobility.

of a caste must marry
ne caste.

of a caste usually follow
occupations.

5. India's caste system has tended to promote a sense of security for individuals, and to provide stability and a system of social welfare in a country torn by warfare and a frequent lack of a strong government; however, it has also tended to discourage initiative, to preserve ideas of inequality among peoples, and to slow down changes.

    a. The caste system developed during the early invasions by the Aryans. As new groups were conquered, they were brought within the caste system.

    b. Every society has some patterned arrangement of relationships which defines or regulates the modes of everyday intercourse among members of the group, but India's system has been rigid, with people born into a certain class and almost unable to move out of it.

        1) The patterned structure makes it possible for people to know how to act; it also enables them to predict how others will act and so makes it possible for members of the same society to function together easily.

features of village or social life would tend to slow down changes?

Have pupils make a list of the characteristics of village life in 1800 to compare later with those for village life prior to independence.

*12. Now have pupils read about the caste system in more detail. Discuss the advantages and disadvantages of the system for the Indians as well as ways in which the system grew up.

Lengyel, Sub
pp. 24-26; R
istan, Ceylo
phy, In the
Zinkin, Cast
Lamb, India,
India, pp. 5
Here Is Indi
As I See Ind

A pupil might imagine that a high caste Hinuu (Brahmin) leads a life of much evil and so according to his faith is reborn as an Untouchable. He should imagine that he can remember about his former life on earth and that he tells the story of his reactions to a newspaper reporter who records them.

Show film North Indian Village which shows the interdependence of different castes.

Film: North
Internationa
32 min., 195

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ges?

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Lengyel, *Subcontinent of India*, pp. 24-26; Russell, *India, Pakistan, Ceylon*, pp. 43-45; Murphy, *In the Minds of Men*, ch.3. Zinkin, *Caste Today*, chs. 1-3; Lamb, *India*, ch. 9; McClellan,ed., *India*, pp. 56-59; Kennedy, *Here Is India*, ch. 3; Trumbull, *As I See India*, ch. 14.

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ife of much evil and so according to his faith
n as an Untouchable. He should imagine that he
ber about his former life on earth and that he
e story of his reactions to a newspaper reporter
rds them.

n *North Indian Village* which shows the interdeof different castes.

Film: *North Indian Village*, International Film Bureau, 32 min., 1953-54.

G. The division of labor and responsibility among castes produces a mutually interdependent, very stable, and slow-changing society.

G. Social control is enforced by social sanctions, formal and informal.

G. Class structure may inhibit social change because upper class members who have power will fear the loss of rights.

S. Reads for main ideas.

2) When governments br
conquered, the cast
possible to carry
with very little di

3) Living together in
of a caste provided
ing which is lackin
where people are mo
tionships are not s

4) The caste system pr
programs not provid

5) The caste system, h
initiative and much
for discrimination,
the Untouchables.

6) In any culture ther
conform to the prev
in Indian society u
time, this pressure
from the threat of
outcast than from a

C. India is an excellent exampl
western colonialism and the
tionalism.

1. British imperialism provi
number of benefits while
resources and people.

2. British colonialism led t
tural traits from the West
India to the West.

ion of labor and responsi-
ong castes produces a mu-
terdependent, very stable,
-changing society.

ntrol is enforced by social
, formal and informal.

ructure may inhibit social
cause upper class members
power will fear the loss
.

main ideas.

2) When governments broke down or were conquered, the caste system made it possible to carry on life in villages with very little disruption.

3) Living together in a closely-knit group of a caste provided a sense of belonging which is lacking in many societies where people are more mobile and relationships are not so close.

4) The caste system provided for welfare programs not provided by governments.

5) The caste system, however, discouraged initiative and much change and provided for discrimination, especially against the Untouchables.

6) In any culture there is pressure to conform to the prevailing practices; in Indian society up to the present time, this pressure has resulted more from the threat of making a person an outcast than from any formal laws.

C. India is an excellent example of the impact of western colonialism and the rising tide of nationalism.

1. British imperialism provided India with a number of benefits while also exploiting its resources and people.

2. British colonialism led to a diffusion of cultural traits from the West to India and from India to the West.

*13. Quote Kipling's "White Man's Burden" to introduce the section on imperialism. Tell pupils they should try to decide whether or not British rule was the White Man's Burden or the Indian's burden in India, or a combination of both.

Now have pupils read different accounts of the coming of the British to India and of British rule.

Ewing, O
pp. 185-
Lamb, In

Kipling's "White Man's Burden" to introduce the
n on imperialism. Tell pupils they should try to
whether or not British rule was the White Man's
or the Indian's burden in India, or a combination
h.

ve pupils read different accounts of the coming of
itish to India and of British rule.

Ewing, Our Widening World, pp. 185-194; Spear, India; Lamb, India, ch. 5.

S. Distinguishes fact, inference, and value judgments.

S. Distinguishes differences in difficulty of proof.

S. Checks on the bias and competency of authors.

A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.

A. IS COMMITTED TO THE FREE EXAMINAEION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

G. Change is more likely to occur if it is enforced, that is if sanctions are applied to people one desires to change, providing a need for change which people do not feel spontaneously.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

14. Give pupils one exercise on fact, inference and value judgments and one on the difficulty of proof dealing with British rule in India.

15. Read aloud excerpts from British and Indian historians on the period of colonial rule in India. (Or have pupils read longer accounts.) Discuss the difference in interpretations. Have pupils evaluate the bias and competency of the authors.

M. Lewis, T

16. Have some students who have read more extensively on British rule present a panel discussion or a debate on the topic: "British Imperialism in India: Britain's Burden or India's Burden?" Or have them role-play a discussion among several British administrators and several Indian nationalists about this question.

Lewis, The
Stavrianos,
History, pp
Mitchell, I
Dear, New Pa
racy in Ind
India Agains
Stavrianos,
pp. 538-540
Inside Asia

17. A pupil might draw two cartoons to illustrate the British and Indian views of the effects of British rule on India.

s one exercise on fact, inference and value and one on the difficulty of proof dealing sh rule in India.	
excerpts from British and Indian historians iod of colonial rule in India. (Or have pupils r account .) Discuss the difference in inter- . Have pupils evaluate the bias and competency hors.	M. Lewis, The British in India.
students who have read more extensively on le present a panel discussion or a debate on "British Imperialism in India: Britain's India's Burden?" Or have them role-play a among several British administrators and sev- n nationalists about this question.	Lewis, The British in India. Stavrianos, Readings in World History, pp. 606-08, 616-21. Mitchell, India Without Fable. Dear, New Patterns of Democracy in India, ch. 4. Berkowitz, India Against Time, pp. 8-13. Stavrianos, Global History, pp. 538-540, 548-551. Gunther, Inside Asia, ch. 29.
ght draw two cartoons to illustrate the British views of the effects of British rule on India.	

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Persistence of cultural traits may result from a lack of exposure to conditions which further change or from a reluctance to change.

G. Political revolutions are usually the result of multiple causes.

G. Cultural traits may change trhough a process of diffusion.

G. Imperalism, and particularly attitudes of superiority by members of the imperalist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, ir helps give rise to feelings of nationalism.

3. Nationalism in India develop
result of discrimination by
partly from the failure of t
solve economic problems, and
of the spread of western ide
ism, freedom, and democracy.

4. Independence in India came b
rather than a violent revolu
due in large part to Gandhi's
nonviolence, a movement infl
by the Hindu religion and in
from the West.

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d particularly atti-
iority by members of
country, give rise
frustration; when
the diffusion of na-
eas, it helps give
gs of nationalism.

3. Nationalism in India developed partly as a result of discrimination by colonial rulers, partly from the failure of the British to solve economic problems, and partly because of the spread of western ideas of nationalism, freedom, and democracy.

4. Independence in India came by a peaceable rather than a violent revolution; this was due in large part to Gandhi's movement for nonviolence, a movement influenced in part by the Hindu religion and in part by ideas from the West.

*18. Have a pupil give a report on life in a north Indian village in the 1920's. Or he might prepare a written summary which could be dittoed and distributed to class members. He should include in his report or summary the characteristics needed to contrast the village of this period with that of 1800.

Or have a pupil give a report or prepare such a written summary on the village studied by Wiser in the 1930's. (He should omit that part of the book which describes life in the same village some years later.)

After the report has been given or after pupils have read the written summary, discuss: How had village life changed since 1800? In what ways was it similar?

Emerson, Voi
Wiser, Behin

19. Have pupils read brief accounts of the movement for independence. Discuss factors giving rise to the movement.

Ewing, Our W
pp. 185-201.
Lamb, India,

20. A pupil might read a biography of Gandhi and give a report on his life, beliefs, and tactics.

L. Fischer, G
ed., The Esse
Eaton, Gandhi
a Sword. Pea

give a report on life in a north Indian vil- 1920's. Or he might prepare a written sum- ould be dittoed and distributed to class mem- ould include in his report or summary the ics needed to contrast the village of this hat of 1800.	Emerson, Voiceless India. Wiser, Behind Mud Walls.
pil give a report or prepare such a written he village studied by Wiser in the 1930's. mit that part of the book which describes ame village some years later.)	
port has been given or after pupils have read ummary, discuss: How had village life 1800? In what ways was it similar?	
read brief accounts of the movement for . Discuss factors giving rise to the move-	Ewing, Our Widening World, pp. 185-201. Lamb, India, ch. 6.
read a biography of Gandhi and give a re- ife, beliefs, and tactics.	L. Fischer, Gandhi. L. Fischer, ed., The Essential Gandhi. Eaton, Gandhi, Fighter Without a Sword. Peare, Mahatma Gandhi.

S. Looks for points of agreement and disagreement among sources of information.

G. The greatest push to improve living levels is more likely to come from those above the bottom strata than from those at the bottom.

G. Technological change may create serious problems in a society.

G. Peoples who are in contact with each other are likely to borrow cultural traits from each other.

S. Tests hypotheses against data.

Or show the film Gandhi. Discuss Gandhi's appeal to the people of India and his method of non-violence. (Compare the film with report if both are used.) Discuss social reforms as well as the goal of independence.

Film: Gan
3 reels.

21. Have pupils read and write book reports on books dealing with different leaders in the independence movement. Discuss some of the leaders and their social class origins.

See biblio

22. Have a pupil write an editorial which might have been written by an Indian editor entitled "Boycott British Goods." Discuss in class reasons for Indian reaction to British goods.

23. Have a panel discussion on "Non-Violent Civil Disobedience: Its Advantages and Disadvantages as a Weapon." Or have a pupil compare the Southern Freedom Rides and Gandhi's Non-Violence Weapon or give a report on "The Influence of Gandhi's Non-Violence Movement on the U.S."

24. Present briefly Smelser's theory of collective behavior as it relates to movements of reform or revolt. (e.g. ideas about factors which must be added together to lead to either one: structural conduciveness, structural strain, growth and spread of a generalized belief, precipitating factors, mobilization of participants for action, and operation of social control.) After pupils understand his general theory about what kinds of dif-

Smelser, T
Behavior.

e film Gandhi. Discuss Gandhi's appeal to of India and his method of non-violence. he film with report if both are used.) Dis- l reforms as well as the goal of independence.	Film: Gandhi, McGraw-Hill, 3 reels.
s read and write book reports on books deal- ifferent leaders in the independence movement. me of the leaders and their social class ori-	See bibliography, Part V.
il write an editorial which might have been an Indian editor entitled "Boycott British iscuss in class reasons for Indian reaction goods.	
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iefly Smelser's theory of collective behavior tes to movements of reform or revolt. (e.g. t factors which must be added together to lead one: structural conduciveness, structural owth and spread of a generalized belief, pre- factors, mobilization of participants for ac- operation of social control.) After pupils his general theory about what kinds of dif-	Smelser, Theory of Collective Behavior.

G. Even when a major reorganization of society takes place (such as a revolution), not all of culture is completely modified.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and seen as related to other issues.

G. The leadership of any group must try to maintain group cohesion and must also organize its strategies and provide intellectual leadership.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION AND IS EQUALLY SCEPTICAL OF PANACEAS.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

D. Independence brought partition ra
unified national state; nationali
strong enough to overcome religio

1. Partition brought religious ri
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2. The new government of India co
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THEORIES OF SINGLE
IS EQUALLY SCEPTICAL

re is always chang-
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ng periods of time.

D. Independence brought partition rather than a unified national state; nationalism was not strong enough to overcome religious barriers.

1. Partition brought religious riots and economic problems which have made for poor relations between the two new nations.

2. The new government of India continued to face many of the same problems which had faced India under British rule.

ferences in each of these factors might make revolution more likely than a reform movement, ask: Do you think that India's independence movement supports or refutes Smelser's theory? Why? Do you think that China's revolution supports or refutes the theory? Why? Do you think that the second revolution in Russia in 1917 supports or refutes this theory? Why? Do you think that the English Revolution and the French Revolution support or refute his theory? Why?

25. Read aloud selections from Margaret Bourke-White's description of the partition riots. Project some of her pictures. Or have a pupil tell the class about the riots, about Gandhis attempts to stop them, and about Gandhi's death.

Bourke-White
dom. Trumbul
Independence

26. Have a student pretend to be a reporter covering Gandhi's last fast.

Bourke-White
dom.

Or have a pupil write an editorial which might have appeared in an Indian newspaper entitled "Stop the Riots and Save Gandhi's Life."

27. Hold a summarizing discussion in which pupils note cultural change and continuity during the period of history up to independence. Also discuss: Do you think getting rid of British rule and becoming independent could solve India's problems? What problems do you think were uppermost in the minds of the leaders of the new government as India began its independence? What advantages did India

each of these factors might make revolution
than a reform movement, ask: Do you think
s independence movement supports or refutes
heory? Why? Do you think that China's rev-
ports or refutes the theory? Why? Do you
the second revolution in Russia in 1917 sup-
futes this theory? Why? Do you think that
Revolution and the French Revolution sup-
ute his theory? Why?

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f the partition riots. Project some of her
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t Gandhis attempts to stop them, and about
ath.

Bourke-White, Halfway to Freedom. Trumbull, India Since Independence, pp. 6-8.

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Bourke-White, Halfway to Freedom.

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rule and becoming independent could solve In-
ems? What problems do you think were upper-
minds of the leaders of the new government as
its independence? What advantages did India

S. Reads for main ideas.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Living levels in the U.S. are very high compared to those in most countries.

G. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

G. Most economic systems are mixed economies.

G. In a number of societies neither the government nor the market system dominates the allocation of resources. Such economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems reciprocal relationships are combined with a market system or a command system or both.

IV. India is trying to use economic pla
solve its economic problems; howeve
nomic system is not like the commun
in either the Soviet Union or in Ch
the economic system in the U.S. or
Europe.

A. India's social and economic prob
interrelated.

1. Living levels in villages are

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n the past. In all
cal relationships
th a market system
stem or both.

IV. India is trying to use economic planning to solve its economic problems; however, its economic system is not like the communist planning in either the Soviet Union or in China nor like the economic system in the U.S. or in Western Europe.

A. India's social and economic problems are interrelated.

1. Living levels in villages are very low.

have which some new nations in recent years have not had? What cultural values and traits were favorable to the development of a successful, unified, and democratic government? What ones would make success difficult?

1. Tell students that they will now turn to an examination of ways in which the Indian government has tried to raise living levels in India.

   Have all pupils read accounts of life in Indian villages since independence. Although looking for signs of change and continuity in village life, they should focus primarily upon the questions: How would you rank Indian villagers in terms of living levels? What differences do you find in living levels among different groups in the village? What seem to be the causes of any poverty which is found in the village? What kind of economic system seems to be operating in this village? (e.g. How are the basic questions which must be resolved in any society resolved in this village? How is it decided what shall be produced and how much shall be produced? How are decisions made about how things will be produced? How is the question resolved as to who shall get what part of the goods and services?)

   After the class has read the material discuss these questions briefly. Or leave the discussion until after the showing of a film in activity #3.

Lengyel, Subc
pp. 32-35. R
Pakistan, Cey
37-38. Bothw
Cows, and Cou
Patterns of D
pp. 107-118.
Changes, ch.
Beals, Gopalp
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pp. 10-15. S
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Lengyel, Subcontinent of India, pp. 32-35. Russell, India, Pakistan, Ceylon, pp. 28-34, 37-38. Bothwell, Cobras, Cows, and Courage. Dean, New Patterns of Democracy in India, pp. 107-118. Zinkin, India Changes, ch. 1, pp. 88-90. Beals, Gopalpur. Highsmith, Case Studies in World Geog., pp. 10-15. Stavrianos, Readings in World History, pp. 644-51. Fersh, India: Tradition in Transition, pp. 202-206, 231-33. Fersh, India and South Asia, pp. 15-27. Fersh, Story of India, unit 1. Dube, India's Changing Village. National Geographic, May, 1963. Fairservais, India, ch. 2. Lewis, Village Life in Northern India, chs 1-3.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

G. Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

G. The organizational structure of the total economy or of any large sector of it (such as agriculture) affects efficiency and so output.

2. The tradition of inheritance,
of tax collection, and the pro
interest rates have led to sma
smaller farms. Land reform is
difficult because large landow
considerable political influen
cause provincial governments ha
money to reimburse landowners
taken away from them for redis

3. In areas of very small farms,
wasted and it is difficult to m
tive use of either farm animals
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   a. Scattered holdings decrease
   make farm tools and labor le

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ncy and so output.

2. The tradition of inheritance, the system of tax collection, and the prohibitive interest rates have led to smaller and smaller farms. Land reform is made more difficult because large landowners have considerable political influence and because provincial governments have too little money to reimburse landowners for land taken away from them for redistribution.

3. In areas of very small farms, labor is wasted and it is difficult to make effective use of either farm animals or farm machinery.
    a. Scattered holdings decrease yields and make farm tools and labor less efficient.

2. A girl might read Nectar in a Sieve, a novel about life in an Indian village. She should write a report summarizing what the novel shows about life in an Indian village.

Markandaya,

3. Show the film 50 Miles from Poona on life in a village. Discuss the levels of living shown and the problems facing farmers. Compare the film with data in books and pamphlets.

Film: 50
Asian Earth

Or show the film Asian Earth which deals with the problems of farmers. Discuss: Why is the yield per acre so low? What problems do farmers face if they don't own their own land? What indications does the film give of levels of living and health hazards? What kind of family structure is shown? What is the attitude of the family toward life and the world around them? How would this attitude affect efforts to change conditions? How did the village in the film compare with the villages you read about in your books? Why is it difficult to bring about land reform in India?

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read a gene
agriculture
India such
tween Us an

4. Project a table on the size of farms in India in 1939 in one study of 192 farms in Gujaral. Also project a chart showing mortgaged land, a sketch of the scattered holdings of one farmer, and a table on the number of families having to travel different distances between holdings.

Moomaw, Far
64-65, 4-6,
Also see fi
Between Us
(Cites figu
strips, p.

Now have a pupil project a chart he has made on the average farm size in India today as compared with the

t read Nectar in a Sieve, a novel about life n village. She should write a report summar- the novel shows about life in an Indian	Markandaya, Nectar in a Sieve.
lm 50 Miles from Poona on life in a village. levels of living shown and the problems ers. Compare the film with data in books ts.	Film: 50 Miles from Poona. Asian Earth, AtPI, 2½ reels.
film Asian Earth which deals with the prob- mers. Discuss: Why is the yield per acre so problems do farmers face if they don't own and? What indications does the film give of iving and health hazards? What kind of family s shown? What is the attitude of the family and the world around them? How would this fect efforts to change conditions? How did in the film compare with the villages you n your books? Why is it difficult out land reform in India?	(The teacher may wish to read a general account of agriculture problems in India such as Mayada, Between Us and Hunger.)
able on the size of farms in India in 1939 in f 192 farms in Gujaral. Also project a chart tgaged land, a sketch of the scattered hold- farmer, and a table on the number of fami- to travel different distances between hold-	Moomaw, Farmer Speaks, pp. 64-65, 4-6, 74. Also see figures in Mayadas, Between Us and Hunger, ch 5. (Cites figures for size of strips, p. 39).
pupil project a chart he has made on the m size in India today as compared with the	

b. Small farms cannot afford
the farmers need small im
which do not need frequen
are light enough to carry
to another and to and fro

S. Generalizes from data.

G. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.

G. Both man and nature change the character of the earth. (Man cuts forests, causes erosion, changes the course of rivers, transports pheonomena, removes the fertility of the soil by agricultural practices or builds up the fertility by other practices, builds dams, wells, and canals for irrigation, etc.)

G. At any specific time, the total economic output is affected by the quantity and quality of resources (natural resources, labor, and capital goods), by the level

b. Small farms cannot afford power machinery; the farmers need small improved tools which do not need frequent repair and which are light enough to carry from one strip to another and to and from the village.

from data.

tivity may rise both
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nd from the accumula-
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al advance.

nature change the
the earth. (Man
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practices or builds
ity by other prac-
dams, wells, and
rigation, etc.)

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ut is affected by
and quality of re-
ral resources, labor,
oods), by the level

average farm size in the U.S.

Discuss: From what you have read and seen, do you think problems faced by farmers have changed much since independence? How would the system of farm holdings affect efficiency? How easy would it be to introduce machines on the farms? Why?

Or have pupils examine table on farm holdings in the early 1950's in Rampur. Ask the same types of questions as suggested in the paragraph above.

Lewis, Villa
Northern Ind

5. Now discuss: In the light of what you have studied, how would you now explain the low productivity per acre? poverty among farmers? If you were Indian leaders, what would you try to do about poverty? What problems do you think you might have in carrying out such plans?

rm size in the U.S.

From what you have read and seen, do you
lems faced by farmers have changed much
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Lewis, Village Life in Northern India, ch 3.

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you now explain the low productivity per
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hat would you try to do about poverty?
ems do you think you might have in carrying
lans?

of technology, and by the efficiency of the organizational structure.

S. Considers alternative courses of action.

S. Sets up hypotheses.

G. Living levels in the U.S. are very high compared to those in most countries.

S. Generalizes from data.

6. Have a pupil write a letter which might have been written by an American farmer who visits an Indian village. He should write another letter which might have been written by an Indian farmer who is brought to the U.S. to study American agriculture.

Mayadas, Be
chs. 2,4,6,

7. Have a pupil write an imaginary account of an American who has been criticizing the materialism in U.S. life today. He goes to sleep and dreams that he has been exiled by his government and now lives in an Indian village. The pupil should write the account of the dream.

8. Have a pupil give an oral report on the changes which a missionary found in a village from 1930 to 1960. He should explain Wiser's ideas about the causes for the changes.

Wiser., Behi

9. Have a good student report (or read aloud excerpts) on changing occupational roles of caste members in a Mysore Village. Discuss factors leading to the changes.

Marriott, V
1-10, 15-17

10. Have pupils compare what they have read and seen about village life today or in recent times with village life in 1800 and in 1920 or 1930. What things seem to

l write a letter which might have been written can farmer who visits an Indian village. He e another letter which might have been written n farmer who is brought to the U.S. to study riculture.	Mayadas, Between Us and Hunger, chs. 2,4,6,8.
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G. Living levels in the U.S. are very high compared to those in most countries.

S. Generalizes from data.

A. EVALUATES CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Generalizes from data.

4. Living levels in cities are
industrial workers.

5. Health conditions continue
though death rates are fall

s in the U.S. are
mpared to those in
es.

4. Living levels in cities are very low for industrial workers.

from data.

NDITIONS ON THE BASIS
FECTS UPON INDIVIDUALS
NGS.

5. Health conditions continue to be poor, although death rates are falling.

from data.

be very much the same? What things seem to have changed? How can they account for the similarities and changes?

11. Have a pupil read and report on the life of a cotton spinner in India as described in Brown's India. Another might report on the study of the hopes and hostilities of textile workers as found in a UNESCO study.

Brown, Ind
Murphy, In
ch. 9.

12. A pupil might report on urban housing conditions prior to and since independence. What problems did the new government face? How successful has it been in solving some of the housing problems?

    Or have a pupil give an illustrated report on housing and living conditions of workers as reported by Margaret Bourke-White just after independence.

Pradesh,
Russell, I
Ceylon, p.
Asia, p. 3
Civic Ed.
71-75. Us
Bourke-Whi
Freedom, c
Lamb, Indi

13. Have a pupil write a series of letters which might have been written by an American labor leader who visits Indian factories and investigates labor and living conditions among workers. Ditto them and discuss them in class. Or have all pupils read about such conditions.

See refere
and also B
Against Ti
Lamb, Indi
India, The
45. Myers
the Indust

14. Have a pupil prepare an oral report on Health Problems in India. He might project a table on what farmers in 1939 believed were causes of illness. Discuss: What problems face India's government in trying to raise the health level?

Stavrianos
Man, pp. 5
Farmer Spe
farmer's b
India Chan

uch the same? What things seem to have How can they account for the similarities es?	
pil read and report on the life of a cotton n India as described in Brown's *India*. ight report on the study of the *hopes* and es of textile workers as found in a UNESCO	Brown, *India*, pp. 118-120. Murphy, *In the Minds of Men*, ch. 9.
ight report on urban housing conditions prior nce independence. What problems did the new t face? How successful has it been in solving he housing problems?	Pradesh, Russell, *India, Pakistan, Ceylon*, p. 37. Gunther, *Inside Asia*, p. 387. Editors of Civic Ed. Service, *India*, pp. 71-75. Use *Reader's Guide*.
pupil give an illustrated report on housing g conditions of workers as reported by Margaret ite just after independence.	Bourke-White, *Halfway to Freedom*, chs. 6 & 14. Lamb, *India*, pp. 261-266.
pil write a series of letters which might written by an American labor leader who visits ctories and investigates labor and living con- mong workers. Ditto them and discuss them in r have all pupils read about such conditions.	See references for Activity #12 and also Berkowitz, *India Against Time*, pp. 62-64. Lamb, *India*, p. 286. Woytinsky, *India, The Awakening Giant*, p. 45. Myers, *Labor Problems in the Industrialization of India*.
pil prepare an oral report on Health Problems He might project a table on what farmers in eved were causes of illness. Discuss: What face India's government in trying to raise the vel?	Stavrianos, *Global History of Man*, pp. 565-67. Moomaw, *Farmer Speaks*, p. 146 (on farmer's beliefs). Zinkin, *India Changes*, ch. 11.

S. Evaluates material in terms of completeness of data.

A. EVALUATES CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Evaluates material in terms of completeness of data.

G. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of different monetary systems, and because of differences in the amount of socialized benefits provided by the different countries.

S. Evaluates material in terms of completeness of data.

G. Effective political communication depends in part upon the skills of the populations (literacy or at least a common language).

G. Low income, inadequate diet, poor health, and ignorance each helps bring about the others.

6. India still has a high rat

7. Low incomes, inadequate di
and ignorance each helps b
others.

material in terms of
ss of data.

CONDITIONS ON THE BASIS
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material in terms of
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r at least a common language).
, inadequate diet, poor
d ignorance each helps
t the others.

6. India still has a high rate of illiteracy.

7. Low incomes, inadequate diet, poor health, and ignorance each helps bring about the others.

Cynthia Bowles
India. Bartho
Heart Has Seve

15. In their reading, pupils will have found various estimates of current life expectancy in India. Put some of these on the board. Now discuss: Why do these figures differ? Compare figures with life expectancy in U.S.

16. Have a pupil prepare a graph comparing income per capita in India, U.S., U.S.S.R., China, and Britain. (Review difficulties of making such comparisons.)

17. Give pupils figures for illiteracy in India. Discuss: What problems does this raise for Indian democracy? Do you think these figures are completely accurate?

Chart in Berkow
Against Time, p

18. Project the chart on "Vicious Cycle of Poverty" from the Berkovitz pamphlet. Have pupils try to explain the chart. Then have them try to make their own charts to show the same thing plus other factors they may have decided are

Berkowitz, Indi
Time, p. 40.

Cynthia Bowles, At Home in India. Bartholomew, My Heart Has Seventeen Rooms.

ing, pupils will have found various esti-
ent life expectancy in India. Put some of
board. Now discuss: Why do these figures
are figures with life expectancy in U.S.

prepare a graph comparing income per capita
., U.S.S.R., China, and Britain. (Review
of making such comparisons.)

igures for illiteracy in India. Discuss:
does this raise for Indian democracy? Do
e figures are completely accurate?

Chart in Berkowitz, India Against Time, p. 29.

art on"Vicious Cycle of Poverty" from the
hlet. Have pupils try to explain the chart.
try to make their own charts to show the
s other factors they may have decided are

Berkowitz, India Against Time, p. 40.

A. SCEPTICISM OF SINGLE FACTOR CAUSES IN THE SOCIAL SCIENCES.

G. Although there is no correlation between population density and dependency upon agriculture, non-industrialized countries which are densly populated tend to have low levels of living.

a. Low incomes make it impo ers to buy the fertilize food, the medical care, they need.

b. Inadequate diet leads to

c. Poor health and medical difficult for farmers to fields efficiently and s production and lower inc

d. The high rate of illiter difficult to teach farme their lot.

B. India resorted to economic pla ment investments, community pr foreign aid to stimulate produ prove the welfare of the peopl

1. There is no correlation bet population and dependency u however, underdeveloped cou heavily populated have low

   a. Industry can support mor square mile than can agr dustrial products can be food needed to feed the 87% of the Indians, howe villages. Only ½ of 1 p ployed in factories.

F SINGLE FACTOR CAUSES
L SCIENCES.

a. Low incomes make it impossible for farmers to buy the fertilizer, the land, the food, the medical care, or the schooling they need.

b. Inadequate diet leads to poor health.

c. Poor health and medical care make it difficult for farmers to work their fields efficiently and so lead to lower production and lower income.

d. The high rate of illiteracy makes it difficult to teach farmers how to improve their lot.

ere is no correlation
ulation density and
upon agriculture, non-
ed countries which
opulated tend to have
f living.

B. India resorted to economic planning, government investments, community projects, and foreign aid to stimulate production and improve the welfare of the people.

1. There is no correlation between density of population and dependency upon agriculture; however, underdeveloped countries which are heavily populated have low levels of living.

   a. Industry can support more people per square mile than can agriculture; industrial products can be sold for the food needed to feed the people. About 87% of the Indians, however, live in villages. Only ½ of 1 percent are employed in factories.

important in this vicious cycle. Project several and compare with the Berkowitz chart.

19. Ask: Is there any relationship between population density and dependency upon agriculture? (Be prepared project charts to illustrate that industrial countr may have high population densities and agricultural countries may have low densities.) Are densely populated countries always countries with low living levels? What makes a country overpopulated? (Review from earlier units.)

Perhaps show the film The Population Explosion which focuses upon India. Discuss.

Film: The P
sion, 43 min
Reports-Dist
Films, Inc.

this vicious cycle. Project several and
the Berkowitz chart.

e any relationship between population
ependency upon agriculture? (Be pre-
ect charts to illustrate that industrial
have high population densities and
countries may have low densities.) Are
ated countries always countries with low
? What makes a country overpopulated?
earlier units.)

the film The Population Explosion which
India. Discuss.

Film: The Population Explosion, 43 min., 1959. C.B.S. Reports-Distrib. by Carousel Films, Inc. 1501 Broadway, N.Y.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

G. Living levels do not rise unless output of production grows at a faster rate than population.

S. Considers alternative courses of action.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources, (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

b. Because of the great incre
tion in this century, real
declining for some years.

c. The new Indian government
to increase industrial pro
well as to improve agricul
tivity.

2. Because of low living levels
sharp increase in taxes and b
inability to produce much mor
for foreign export, India fac
in getting capital from withi
greatly increase investments
raise living levels. Industr
requires much more capital in
does agricultural production.
organization and social chang
agricultural reforms may be j
cult to achieve.

OF CONVENTIONAL TRUTHS
HAT WIDELY-HELD AND
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of increasing an
al output over time
creases productive

e productive capacity
ip to the population,
hardship involved to
making the savings
nts) needed to a -
n growth rate.

b. Because of the great increase in population in this century, real income was declining for some years.

c. The new Indian government decided to try to increase industrial production as well as to improve agricultural productivity.

2. Because of low living levels which limit a sharp increase in taxes and because of an inability to produce much more at present for foreign export, India faces difficulties in getting capital from within India to greatly increase investments in order to raise living levels. Industrial production requires much more capital investment than does agricultural production. However, the organization and social changes needed for agricultural reforms may be just as difficult to achieve.

20. Project tables or quote figures to show that India's.. real income per worker was declining during part of the 20th century. Ask pupils to try to figure out the reason for decline.

Myers, Labor P
Industrializat
p. 10.

Ask: If you were leaders of the government, what steps would you think crucial to raise living levels?

21. Ask: From what you have learned in other units, what must India do to be able to increase industrial production greatly? Given the levels of living in India, how easy do you think it will be for India to get the capital needed to increase production? (Discuss possible sources of savings which might be tapped.) Where else might India get help? Do you think the problems of increasing production in agriculture require the same amount of investment as that needed to increase industrial production? Why or why not? Discuss the statement that India has unemployed resources in agriculture. What is meant? What are the problems involved in shifting them to industry?

es or quote figures to show that India's..
per worker was declining during part of
ntury. Ask pupils to try to figure out the
lecline.

were leaders of the government, what
you think crucial to raise living levels?

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you think it will be for India to get the
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easing production in agriculture require
unt of investment as that needed to increase
roduction? Why or why not? Discuss the
at India has unemployed resources in agri-
at is meant? What are the problems in-
ifting them to industry?

Myers, Labor Problems in the Industrialization of India, p. 10.

G. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.

S. Reads for main ideas.

3. India is developing a mixed
private enterprise operating
government ownership. Tradit
relationships between castes
tant in the villages.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.

S. Generalizes from data.

G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions

4. Economic planning does not i
kind of quotas and controls
Soviet Union; it depends up
cooperation except for food
of famine.

re resources are fully
nvestment in capital
uture production re-
sacrifice in current

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rnment and by consumers.

from data.

stems are usually mixed,
ublic and private owner-
th decisions made both
rnment and by consumers.

ntal difference between
stems is in how and by
sic economic decisions

3. India is developing a mixed economy with private enterprise operating along side government ownership. Traditional reciprocal relationships between castes remain important in the villages.

4. Economic planning does not involve the kind of quotas and controls used in the Soviet Union; it depends upon voluntary cooperation except for food quotas in times of famine.

22.	Have pupils read brief accounts of the way in which the Indian government has attacked economic problems through planning, a mixed economy, and community development projects. They should try to find out how the Indian economic system differs from other systems they have studied.	Berkowitz, chs. 3-4. Years of Fr Lengyel, Su pp. 94-103. S. Asia, pp India and t Wilcox, et. the World T Dean, New P in India, p India, ch.
23.	Have a pupil report on the House of Tata to show an example of private enterprise.	Frazer, "Re Tata".
24.	Compare the mixed economy of India with that in U.S.S.R., China, Western Europe, and U.S. by examining ownership of means of production and how basic economic decisions are made. (Be sure to include some discussion of how traditional reciprocal relationships among castes affect decisions in the villages of India.) Perhaps place each of these countries on a three-dimensional triangle showing command economy, market economy, and traditional, reciprocal relationships at the 3 points of the triangle.	Wilcox, et. The World T Dean, New racy in Ind

read brief accounts of the way in which the rnment has attacked economic problems through mixed economy, and community development They should try to find out how the Indian stem differs from other systems they have	Berkowitz, India Against Time, chs. 3-4. Grimes, India, 15 Years of Freedom, pp. 22-37. Lengyel, Subcontinent of India, pp. 94-103. Fersh, India and S. Asia, pp. 108-121. Kublin, India and the World Today, ch 6. Wilcox, et. al., Economies of the World Today, ch. 5. Dean, New Patterns of Democracy in India, pp. 106-140. Lamb, India, ch. 15.
l report on the House of Tata to show an private enterprise.	Frazer, "Remarkable House of Tata".
mixed economy of India with that in U.S.S.R., ern Europe, and U.S. by examining ownership of oduction and how basic economic decisions are ure to include some discussion of how tradi- iprocal relationships among castes affect de- the villages of India.) Perhaps place each ountries on a three-dimensional triangle show- d economy, market economy, and traditional, relationships at the 3 points of the triangle.	Wilcox, et.al., Economies of The World Today, ch. 5. Dean, New Patterns of Democracy in India, ch. 7.

over allocation of resources are made rather than in who owns the resources.

S. Generalizes from data.

S. Draws inferences from graphs.

G. Living levels do not rise unless output of production grows at a faster rate than population.

S. Draws inferences from tables, graphs and other charts.

S. Generalizes from data.

G. Executive decisions are limited by many factors: permissibility, available resources, available information, and previous commitments.

5. Although the three five year
succeeded in greatly increasi
drought, the failure to reach
planned goals, continued popu
creases and wars with China a
have kept the Five Year Plans
as successful in raising livi
people had hoped.

on of resources are
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do not rise unless
duction grows at a
han population.

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isions are limited by
permissibility,
ources, available in-
d previous commitments.

5. Although the three five year plans have succeeded in greatly increasing production, drought, the failure to reach some of the planned goals, continued population increases and wars with China and Pakistan have kept the Five Year Plans from being as successful in raising living levels as people had hoped.

25. Compare techniques of planning with those used by the U.S.S.R. and by China.

Then project graphs showing what happened to agricultural and industrial production during India's five year plans. Have pupils figure the percent of growth during these years and compare it to the percent of population growth. Discuss: Have the plans succeeded in improving living levels greatly?

Bronson, As
56; Wilcox,
of the Worl
Meyers, Lab
Industriali
p. 700. Al
Wilcox, Ind
pp. 26, 32,

26. Show pupils tables comparing planned growth and actual growth for different plans. Have pupils note the degree of success in achieving plans.

Ask: How does the emphasis upon heavy industry compare with that in Soviet and Chinese plans? How do you account for the difference? How can you account for the failure to achieve goals in all cases? What is the planned goal for per capita income at the end of third five year plan? Why do you think some people suggest that India should adopt Soviet and Chinese measures to raise living levels?

Malenbaum,
dian Develo
228-30; War
West, p. 24
joy, Indust
Underdevelo
167-172.

27. Have a group of students roleplay a discussion among Indian leaders on the next five year plan. They should discuss the weaknesses and strengths of the last plan, what they wish to emphasize in the next plan, how the capital can be raised to put the plan into effect, and how much public as against private investment should be made.

Ward, India,
13, 15; Lew
India. Wilc
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cox, India a
46-49.

echniques of planning with those used by the and by China.	
ect graphs showing what happened to agricultural trial production during India's five year plans. ls figure the percent of growth during these compare it to the percent of population growth. Have the plans succeeded in improving living eatly?	Bronson, *Asia in Ferment*, p. 56; Wilcox, et.al., *Economies of the World Today*, p. 113; Meyers, *Labor Problems in the Industrialization of India*, p. 700. Also see figures in Wilcox, *India and Pakistan*, pp. 26, 32, 46-49.
ils tables comparing planned growth and actual r different plans. Have pupils note the degree s in achieving plans. does the emphasis upon heavy industry compare in Soviet and Chinese plans? How do you ac- the difference? How can you account for the o achieve goals in all cases? What is the oal for per capita income at the end of third plan? Why do you think some people suggest a should adopt Soviet and Chinese measures to ing levels?	Malenbaum, *Prospects for Indian Development*, pp. 209, 212, 228-30; Ward, *India and the West*, p. 242. Also see Mountjoy, *Industrialization and Underdeveloped Countries*, pp. 167-172.
roup of students roleplay a discussion among In- ers on the next five year plan. They should dis- weaknesses and strengths of the last plan, what to emphasize in the next plan, how the capital ised to put the plan into effect, and how much against private investment should be made.	Ward, *India and the West*, chs. 13, 15; Lewis, *Quiet Crisis in India*. Wilcox, et.al., *Economies of the World Today*, ch. 5; Wilcox, *India and Pakistan*, pp. 32, 46-49.

G. The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources, by the level of technology, and by the efficiency of the organizational structure.

G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources, by the level of technology, and by the efficiency of the organizational structure.

G. Man changes the character of the earth.

6. India's inability to obtain en
for investment makes progress
large part upon foreign aid.

a. U.N. agencies have attempte
living levels through techn
health teams, and long-term

b. The U.S., through private i
groups and through governme
has tried to improve econom

c. The U.S.S.R. has aided Indi
financially than the U.S. b
spectacular ways.

d. Economic aid to be successf
operation with India in the
nancing, and execution of p

f resources calls
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hip involved to
ig the savings (and
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haracter of the

6. India's inability to obtain enough capital for investment makes progress dependent in large part upon foreign aid.

   a. U.N. agencies have attempted to improve living levels through technical aid, health teams, and long-term loans.

   b. The U.S., through private individuals and groups and through governmental agencies, has tried to improve economic levels.

   c. The U.S.S.R. has aided India far less financially than the U.S. but in several spectacular ways.

   d. Economic aid to be successful involves co-operation with India in the planning, financing, and execution of projects.

28. Have a panel discuss the role of foreign aid in increasing production in India. The panel should include a discussion of the role of the U.N., of the U.S. and of the U.S.S.R. It should mention community development programs only briefly, merely showing how some private groups in the U.S. have helped instigate and initiate such programs. Afterwards, compare the amount and type of aid from Soviet Union and U.S.	Wilcox, et.al the World Tod omy, U.S. For of Civic Ed. pp. 126-127,
29. Show the film *Bhakra Nangal* on the great dam erected in the Punjab. Discuss the importance of such projects for India and the role of foreign aid. Or have a student report on this dam and tell about other projects of a similar variety. He should show pupils maps showing dams and the extent of irrigation projects.	Film availabl portation cos formation Ser 2107 Massachu Wash., D.C. Readings, pp. atlases.

el discuss the role of foreign aid in increas-tion in India. The panel should include a dis- the role of the U.N., of the U.S. and of the It should mention community development programs ly, merely showing how some private groups in ave helped instigate and initiate such programs. , compare the amount and type of aid from So- and U.S.	Wilcox, et.al., Economies of the World Today, ch. 5. Pentomy, U.S. Foreign Aid. Editors of Civic Ed. Service, India, pp. 126-127, 150.
ilm Bhakra Nangal on the great dam erected in . Discuss the importance of such projects for the role of foreign aid. student report on this dam and tell about other f a similar variety. He should show pupils ng dams and the extent of irrigation projects.	Film available free for transportation costs only from Information Service of India, 2107 Massachusetts Av., N.W. Wash., D.C. See Stavrianos, ed., Readings, pp. 624-25. Use atlases.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources, by the level of technology, and by the efficiency of the organizational structure.

G. Some values are conducive to change; some make planned change difficult.

G. Where people have adopted a fatalistic attitude, change is much less likely than in societies where people believe that a "high degree of mastery over nature and social conditions is possible."

7. Projects to improve living l
instituted at the community
Community Development Progra
and other foreign foundations

   a. Community Projects involv
   fronts: improved agricul
   through improved seed and
   proved health; education;
   portation; rural credit s
   housing; cooperatives; an
   government forms.

   b. Introducing technological
   easy. Indian, American,
   have found that following
   ples seems to promote acc
   whereas other actions see
   sistance to change.

      1) Some values are conduc
      some make planned chan

time the total e-
is affected by the
ality of productive
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the efficiency of
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conducive to change;
ned change difficult.

ave adopted a fatalis-
change is much less
societies where peo-
at a "high degree of
ature and social con-
sible."

7. Projects to improve living levels have been instituted at the community level in the Community Development Program and by missions and other foreign foundations.

   a. Community Projects involve work on several fronts: improved agricultural production through improved seed and techniques; improved health; education; improved transportation; rural credit system; improved housing; cooperatives; and revival of local government forms.

   b. Introducing technological change is not easy. Indian, American, and U.S. workers have found that following certain principles seems to promote acceptance of change, whereas other actions seem to arouse resistance to change.

      1) Some values are conducive to change; some make planned change difficult.

30. Have a panel present a discussion of The Community Development Program. Or have all pupils read from a variety of sources on the program. Discuss the key features of the program.	Bothwell, Cc Courage, Tas India Change Pilot Projec India, pp. 8 Patterns of Grimes, Ind dom, pp. 30- Ambassador's Roosevelt, ening East, India and th 94. Wiser, E ch. 11. Stav pp. 626-30, India, The A ch. 4.
31. Have a pupil tell class about work of private religious missions in trying to bring about changes in villages.	Moomaw, The pp. 33-36, 4 140. Felton, the Land, pp
Or show the Film Friends of the Village on work of agricultural aid from private foundations.	Free rental tion Film Di Av., N.Y.
32. Have another panel discuss Problems of Introducing and Gaining Acceptance of Technological Change. Give pupils plenty of time for this panel since it is a crucial one for this unit. Then have a follow-up discussion. Present additional examples of problems of inducing change and kinds of help anthropologists give. Have all pupils read one or two case studies with descriptions of problems faced in concrete situations.	Foster, Trac and the Impa Change. Meac and Technolo 181, 192, 19 soms in the man Problems case #4. Sta in World His 70. Pentomy,

el present a discussion of The Community De- Program. Or have all pupils read from a va- ources on the program. Discuss the key fea- he program.	Bothwell, *Cobras, Cows and Courage*, last ch.. Zinkin, *India Changes*, ch. 15. Mayer, *Pilot Project, India*. McClellan, *India*, pp. 86-88. Dean, *New Patterns of Dem. in India*, ch.8. Grimes, *India, 15 Years of Freedom*, pp. 30-43. Chester Bowles, *Ambassador's Report*, ch. 14. Roosevelt, *India and the Awakening East*, pp. 123-30. Ward, *India and the West*, pp. 186-94. Wiser, *Behind Mud Walls*, ch. 11. Stavrianos, *Readings*, pp. 626-30, 614-15 Wotinsky, *India, The* **Awakening Giant**, ch. 4.
pil tell class about work of private religious n trying to bring about changes in villages.	Moomaw, *The Farmer Speaks*, pp. 33-36, 46-48, 94-97, 138-140. Felton, *Hope Rises From the Land*, pp. 77-103.
e Film Friends *of the Village* on work of ag- aid from private foundations.	Free rental from Ford Foundation Film Div., 477 Madison Av., N.Y. 1953 film, 45 min.
er panel discuss Problems of Introducing and eptance of Technological Change. Give pupils time for this panel since it is a crucial one it. Then have a follow-up discussion. Pre- ional examples of problems of inducing change of help anthropologists give. pils read one or two case studies with de- of problems faced in concrete situations.	Foster, *Traditional Cultures and the Impact of Technical Change*. Mead, *Cultural Patterns and Technological Change*, pp. 181, 192, 196, 201. Nair, *Blossoms in the Dust*. Spicer, *Human Problems in Technical Change*, case #4. Stavrianos, *Readings in World Hist*., pp. 565-66,569-70. Pentomy, *Underdeveloped Lands*.

G. Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

G. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to that change and the greater its attendant cost in social and personal

a) All cultures tend to
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b) Some cultures value '
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a) All cultures tend to have some aspects where change is valued and others where it is not valued.

b) Some cultures value "novelty and change for their own sake." Such cultures are much more likely to change in many areas than those of people who reject novelty and change or view them with scepticism.

c) Some societies are suspicious of those with new ideas; such societies tend to change much more slowly than those in which new ideas are welcomed.

d) Where people have adopted a fatalistic attitude, change is much less likely than in societies where people believe that "high degree of mastery over nature and social conditions is possible."

e) Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

f) The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to that change and the greater its attendant cost in social and personal disor-

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A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.

G. Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be changed.

G. Ill-considered attempts to introduce change may backfire and arouse reiistance to future attemps at change.

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g) Social changes, howev
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a) Attempts by outsiders
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ganization.

g) Social changes, however large, that are desired by the people involved, can be assimilated with little disruption in the course of revitalization movements. Changes that are not desired, even quite small ones, can be put into effect only at considerable social and personal cost.

2) Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.

   a) Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing social organization thoroughly in order to make changes congruent with existing structures.

   b) Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be changed.

   c) Ill-considered attempts to introduce change may backfire and arouse resistance to future attempts at change.

   d) The innovator may fail if he does not analyze his own role and place in the social structure of the group he wishes to change.

G. Those from another culture who attempt to induce technological change may fail to communicate with the people of the underdeveloped country.

e) Those attempting to i change will fail if t arouse a feeling that needed.

f) Those from another cu tempt to induce techn may fail because they stand how the people developed country per things.

g) Those from another cu tempt to induce techn may fail to communica ple of the underdevel

h) The attempt of outsid duce change may fail to remember that form diffused than functio

i) Attempts by outsiders change may fail when made to transfer too assemblage of traits.

j) The innovator with lo must be aware that so wishes to introduce m with others he wishes in the context of the attempting to change, has ramifications thr tire culture; these a dictable in only a sm social scientists.

other culture who
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e) Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.

f) Those from another culture who attempt to induce technological change may fail because they fail to understand how the people of the underdeveloped country perceive certain things.

g) Those from another culture who attempt to induce technological change may fail to communicate with the people of the underdeveloped country.

h) The attempt of outsiders to introduce change may fail if they fail to remember that form is more easily diffused than function and meaning.

i) Attempts by outsiders to introduce change may fail when attempts are made to transfer too complex an assemblage of traits.

j) The innovator with long-range goals must be aware that some changes he wishes to introduce may interfere with others he wishes to introduce in the context of the culture he is attempting to change, as any change has ramifications throughout an entire culture; these are still predictable in only a small degree by social scientists.

G. To be successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques to be used.

G. It helps if someone with great authority and prestige can be induced to be first in adopting an innovation.

G. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling or need for it and enables them to work out adjustments in their own way.

3) To be successful, a person wh
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a) There are many helpful te
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3) To be successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques.

   a) There are many helpful techniques in facilitating voluntary change.

      (1) It helps if someone with great authority and prestige can be induced to be first in adopting an innovation.

      (2) In situations of planned voluntary change, success or failure may be largely a result of the perception of the innovator held by the people he is trying to influence.

      (3) Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling or need for it and enables them to work out adjustments in their own way.

   b) The nature of the innovation has relevance to the best techniques that can be employed to facilitate acceptance.

      (1) In situations where innovation
      may be passed, aft indivi-
      dual demonstrati person
      to person, inde of the

G. Class structure may inhibit social change because upper class members will fear loss of rights.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Some values are conducive to change; some make planned change difficult.

innovators, the problem
ly one of presentation.

(2) In situations where th
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(3) Some innovators depend
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7. Despite promises by the government,
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innovators, the problem is largely one of presentation.

(2) In situations where the felt need for the innovation can be passed along independently, but the new alternative itself require specialized knowledge and training, continued relationships must be established between innovators and subjects.

(3) Some innovators depend on group participation and group adjustments such as community development programs.

7. Despite promises by the government, land reform has lagged. Bhave, a disciple of Gandhi, started a movement to obtain gifts of land for distribution to the landless.

33. Show the film Bhooden Yatra on Bhave's walking tour to obtain land gifts for the landless or have a pupil give an oral report on Bhave.

Film: Bhood
utes, Inform
India.
Tennyson, In

Ask several students to assume the roles of a wealthy Indian landowner, a landless peasant, an agricultural expert from the U.S., and a Chinese economist. They should discuss India's progress in land reform.

34. Have an Indian student attending a local college tell the class about problems facing his country in the economic area and what his country is doing about them. Preferably, invite a student who is doing work in some technical field.

m Bhooden Yatra on Bhave's walking tour to gifts for the landless or have a pupil give rt on Bhave.

Film: Bhooden Yatra, 22 minutes, Information Service of India.
Tennyson, India's Walking Saint.

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an student attending a local college tell the problems facing his country in the economic t his country is doing about them. Preferably, dent who is doing work in some technical field.

S. Generalizes from data.

G. Some values are conducive to change; some make change difficult.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW.

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

S. Revises generalizations in the light of new data.

8. Indians consider the populatio
of India's most serious proble
which could prevent [illegible] s succes
living levels. The population
remains precarious and drought
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66. Under the five year plans
tried to plan for a [illegible] bi
far the plans have not accompl
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THE FREE EXAMINATION
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8. Indians consider the population explosion one of India's most serious problems -- a problem which could prevent its success in raising living levels. The population--food balance remains precarious and drought can still bring famine as it did during the winter of 1965-66. Under the five year plans, India has tried to plan for a reduced birth rate; so far the plans have not accomplished nearly as much as the government had hoped.

35. Have a pupil give a report comparing Pakistan's economic problems and development with those of India. Discuss reasons for similarities and differences.	Campbell, Pakista Democracy, ch. 6; Pakistan, Yesterda pp. 157-187; Wilc and Pakistan, pp. 61-64.
36. Tell pupils about Plan allotments of funds to try to reduce birth rate. Why does government think this program important? What difficulties stand in the way of the program?	McClellan, ed., I Trow, "India's Ha Control Program," Dec. 14, 1967, pp Dunbar, "India," 19, 1968, p. 37.
37. Now have a group of pupils compare the methods used by India to bring about economic progress with those used by China and the U.S.S.R. Or have the class as a whole make this comparison. Discuss: If you lived in an underdeveloped country of Asia or Africa, which system would appeal most to you? Why? What is the danger of assuming one system to be better than another just because it has higher levels of living and productivity?	Gill, Economic De ch. 6; Pentomy, U Lands, ch. 6.
38. Say: Last year you studied Rostow's stages of economic growth and applied them to the United States. This year you looked at these stages in connection with Britain. Do you think Rostow's stages can be applied at all to India? If so, what stage do you think India is in now? How can you justify your claim? Does India exhibit some characteristics which you could not fit into this stage?	

e a report comparing Pakistan's economic elopment with those of India. Discuss larities and differences.	Campbell, Pakistan, Emerging Democracy, ch. 6; Wilbur, Pakistan,Yesterday and Today, pp. 157-187; Wilcox, India and Pakistan, pp. 27-28, 33, 61-64.
ut Plan allotments of funds to try to re- . Why does government think this program t difficulties stand in the way of the	McClellan, ed., India. Trow, "India's Haphazard Birth Control Program," Reporter, Dec. 14, 1967, pp. 35-36. Dunbar, "India," Look, March 19, 1968, p. 37.
p of pupils compare the methods used by about economic progress with those used e U.S.S.R. Or have the class as a whole rison.	Gill, Economic Development, ch. 6; Pentomy, Underdeveloped Lands, ch. 6.
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G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.

G. All the institutions in a society are related; because of this relationship, a change in one institution is likely to affect other institutions.

G. Major shifts in the economic basis of livelihood are almost always followed by significant changes in the nature of family organization and role of women.

V. A culture is a logically, integrate
sense-making whole; consequently, a
change in any phase of it cannot oc
changing other phases of it.

A. Major shifts in the economic basi
are almost always, as in India, f
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V. A culture is a logically, integrated, functional, sense-making whole; consequently, any significant change in any phase of it cannot occur without changing other phases of it.

   A. Major shifts in the economic basis of livelihood are almost always, as in India, followed by significan changes in the nature of family organization and the role of women.

What stage do you think India was in prior to the period of English rule? Why do you think so? What stage do you think India was in at the end of English rule? Why do you think so? Are there any characteristics which would make you doubt your classification of India at the end of English rule? (Have pupils examine their classification and Rostow's stages critically. For example, suppose pupils claim that India was at the end of the English period or is at present in the takeoff stage. Have pupils look once again at the characteristics of this stage as outlined in Rostow's book. Does or did India in the period in question satisfy all of these criteria? Has India's growth during the period in question been consistent enough to live up to the criteria which Rostow established?)

1. Have all pupils read books and other selections which describe life among upper class Indians and the changes taking place among them. Some could read novels, some non-fictional accounts of changes, and some short selections. Discuss the changes and the factors which have brought about these changes.

Cynthia Bow
India, Sahg
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chs. 4-5. M
of Men, ch.

o you think India was in prior to the period
ule? Why do you think so? What stage do you
was in at the end of English rule? Why do
? Are there any characteristics which would
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t these changes.

Cynthia Bowles, *At Home in India*. Sahgal, *Prison and Chocolate Cake*. Rau, *Home to India*. Guthrie, *Madame Ambassador*. Stavrianos, *Readings in World History*, pp. 652-56 Zinkin, *India Changes*, chs. 4-5. Murphy, *In the Minds of Men*, ch. 4.

G. Although culture is always changing, certain traits or elements persist over long periods of time.

G. An individual brought up in one culture and then thrust into another (or returning to another), faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Although it is difficult to change a caste system, such systems do change as a result of economc and ideological changes.

G. Changes in the educational system may affect class structure; the more widespread the system of education, the greater the mobility between classes.

G. Culture traits may change by a process of diffusion.

G. The more industrialized and urbanized the society, the greater the mobility between classes.

B. Transportation, housing, urban li
eral, and factory work all contrib
blurring of caste lines in the ci
more, western ideas about the equa
portunity for individuals have spr
cated Indians and are forces for c
caste system.

1. Technological changes make old
obsolete and create the need f
new types of jobs for which no

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3. Changes in the caste system ha
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B. Transportation, housing, urban living in general, and factory work all contribute to the blurring of caste lines in the cities. Furthermore, western ideas about the equality of opportunity for individuals have spread to educated Indians and are forces for change in the caste system.

1. Technological changes make old caste jobs obsolete and create the need for labor in new types of jobs for which no castes exist.
2. Industrialization and horizontal mobility make it difficult for people to prevent caste members from passing themselves off as different castes; furthermore, urban living makes it difficult to keep castes separated in the same way that they are in villages.
3. Changes in the caste system have resulted in part from contact with cultures with different kinds of stratification; change has resulted in part from diffusion of ideological ideas about democracy -- ideas which support equality of opportunity for individuals.

2. Project tables showing attitudes of college students toward marriage and the role of women. Discuss. Also quote passage from Lyons on reactions she found.

   Have a pupil report briefly on problems facing young people of India because of these changes (see Riddle).

Cormack, She
cock, pp. 8
Lyon, Just Hal
pp. 76-78. R
in Action, p
Trumbull, In
dence, pp.
India Change

3. Project tables showing attitudes of college students and families toward caste. Ask: What changes, if any, do you notice between these attitudes and attitudes during the 19th century?

   Have a pupil give a report on "Changes in the Caste System." Be sure to discuss the degree of change, where changes are most noticeable, and the causes of change.

Zinkin, Indi
pp. 81-87,
Zinkin, Cast
Dean, New Pa
In India, pp
India, 15 Ye
pp. 39-42. M
of Men, pp.
college stud
She Who Ride

les showing attitudes of college students to-
age and the role of women. Discuss. Also
age from Lyons on reactions she found.

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ia because of these changes (see Riddle).

Cormack, She Who Rides A Peacock, pp. 8 -8 , 105-07, 110-11. Lyon, Just Half a World Away, pp. 76-78. Riddle, Am Society in Action, pp. 7-11. See also Trumbull, India Since Independence, pp. 30-32. Zinkin, India Changes, chs. 4-5.

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ure to discuss the degree of change, where
e most noticeable, and the causes of change.

Zinkin, India Changes, ch. 2, pp. 81-87, 90-96, ch. 10. Zinkin, Caste Today, chs. 4-5. Dean, New Patterns of Democracy In India, pp. 35-40. Grimes, India, 15 Years of Freedom, pp. 39-42. Murphy, in the Minds of Men, pp. 98-104. Tables on college students in Cormack, She Who Rides a Peacock, p. 126.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.

S. Generalizes from data.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

G. Government action may create the conditions for the enjoyment of freedom and, basically, it may create the conditions of order and stability without which the freedom means nothing; it may also curb non-governmental menaces to freedom.

S. Sets up hypotheses.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological in social organization, or whatever else is a part of the cultural system.

C. Changing economic life has affected
degree the pervasiveness of religio
ciety.

D. Cities are focal points of change.
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classes and spreads downward to the
inarticulate lower classes and outw
countryside.

E. Despite many handicaps, the new gov
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2. Progress is being made in raisi
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C. Changing economic life has affected to some degree the pervasiveness of religion in society.

D. Cities are focal points of change. Most social and economic change begins among the upper classes and spreads downward to the traditional inarticulate lower classes and outward to the countryside.

E. Despite many handicaps, the new government has made progress on many social fronts.

1. Untouchability is outlawed by the constitution. Although discrimination still exists to some extent, the government is trying hard to eliminate it.

2. Progress is being made in raising literacy rates which in turn is affecting economic progress. Educational reforms are also effecting social changes.

4. Discuss: What impact would you expect the changing economic and caste conditions to have upon the role of religion in India?

5. Review what pupils have learned about leaders in political, social and economic change in India. Where have they come from? Why do they seem to come from urban groups and from upper and middle classes? Does this data support the generalizations developed in the unit on the U.S.S.R. that "Those who benefit more from the stratification system are most likely to oppose change?" What changes have such people opposed? What changes have they promoted?

6. Tell the class that the India Constitution outlaws Untouchability. Discuss: What other programs are aimed at raising the level of Untouchables? (Draw upon books which pupils have read.)

7. Project a graph showing changes in school attendance from 1947 to 1961. Discuss: What do you think would be some of the effects of this change?

Fersh, *India:*
Transition, p.

t impact would you expect the
omic and caste conditions to have upon
eligion in India?

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nd economic change in India. Where have
m? Why do they seem to come from urban
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h showing changes in school attendance from
Discuss: What do you think would be some
s of this change?

Fersh, India: Tradition in Transition, p. 225.

S. Checks on completeness of data.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.

G. Changes in the birth and death rates can have important effects upon a society.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.

G. Although culture is always changing, certain elements or traits persist over long periods of time.

S. Generalizes from data.

S. Considers alternative courses of action.

3. Health campaigns have made great p in eradicating epidemics.

4. Religious differences have, to a g tent, been played down so that all groups are working together, despi religious clashes which marked ind and a few clashes since then.

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3. Health campaigns have made great progress in eradicating epidemics.

4. Religious differences have, to a great extent, been played down so that all religious groups are working together, despite the religious clashes which marked independence and a few clashes since then.

8. Have a pupil make one graph comparing present-day literacy in India and that in China, the U.S.S.R., Britain, and the U.S. Have him make another graph showing increased literacy in India since 1961. Discuss: Why is it difficult to make these comparisons?	*Statesmen's Year*
9. Have a pupil give a report on changes in the educational system and effects of increased education and new educational policies.	Fersh, *India and* Grimes, *India, 1* *Freedom*; pp. 42- sky, *India, The* *Giant*, ch. 5. E Civic Ed. Service
10. Discuss: What are the causes of the declining death rate? Is the government's health program helping or hurting India?	
11. Have a pupil give an oral report on the government policies to reduce religious clashes and the degree of success achieved.	
12. Have several pupils role play an interview between an American reporter and Indians who have traveled around India and have written books about their reactions. Or have a pupil prepare a written mock interview on the same topic.	Ved Mehta, *Walki* *Streets*, 1959; D *Gone Away -- An* 1960.
13. Have a group of students assume the roles of the Indian cabinet to discuss needed social reforms in India today. (This can be an informal role-playing session, based up-	

ke one graph comparing present-day lit- and that in China, the U.S.S.R., Britain, ave him make another graph showing in- y in India since 1961. Discuss: Why is make these comparisons?	Statesmen's Yearbook.
ve a report on changes in the educational cts of increased education and new educa- .	Fersh, India and S. Asia. Grimes, India, 15 Years of Freedom, pp. 42-45. Woytinsky, India, The Awakening Giant, ch. 5. Editors of Civic Ed. Service, India, ch. 12.
are the causes of the declining death overnment's health program helping or	
ve an oral report on the government pol- religious clashes and the degree of suc-	
pils role play an interview between an er and Indians who have traveled around written books about their reactions. Or repare a written mock interview on the	Ved Mehta, Walking the Indian Streets, 1959; Dom Moraes, Gone Away -- An Indian Journal, 1960.
students assume the roles of the Indian uss needed social reforms in India today. informal role-playing session, based up-	

S. Reads for main ideas.	VI. India has a parliamentary, federal sys ernment; however, the Indian system ha ified greatly by Indian traditions an
G. Cultural traits may change through a process of diffusion.	A. India's constitution is modelled a ument prepared for it by the Britis earlier date, and it has sections ble parts of the U.S. constitution.
G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency and diversity.	B. India's governmental structure is tem, but the central government has power than do most central governme federal systems. On the other hand government permits the state gover more power over carrying out federa than in many federal systems.

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inconsistency and

VI. India has a parliamentary, federal system of government; however, the Indian system has been modified greatly by Indian traditions and problems.

A. India's constitution is modelled after the document prepared for it by the British at an earlier date, and it has sections which resemble parts of the U.S. constitution.

B. India's governmental structure is a federal system, but the central government has far more power than do most central governments within federal systems. On the other hand, the central government permits the state governments to have more power over carrying out federal policies than in many federal systems.

on earlier activities.)

1. Have pupils read about the political system of India. They should be asked to look for similarities and differences between the Indian system and the systems of Britain and of the U.S.

Fersh, India and
pp. 68-74; Fersh,
dition in Transiti
222; Lengyel, Sub
India, pp. 84-92;
India: 15 Years o
pp. 9-21; Kublin,
the World Today,
rianos, Global Hi
30; Fersh, Story
pp. 140-142; Edit
Ed. Service, Indi
121.

2. Have pupils read excerpts from the Indian Constitution and from the Govt. of India Act of 1935, to show comparisons between them. Discuss: Why do you think the newly independent country adopted a constitution which had been prepared by its former ruler?

3. Now have pupils read excerpts from the Indian Constitution which resemble sections of the U.S. Constitution. Discuss: Do these sections remind you of anything? What? Why do you think they were included in the Indian Constitution?

Stavrianos, Readi
History, pp. 608-
sections are like
ments.)

4. Hold a discussion in which pupils compare the federal system in India with the federal system in the U.S. and in U.S.S.R. and with the unitary system of Britain.

   Now have two pupils who have read further and prepared wall charts to illustrate comparisons, add to what pupils have found in their brief readings.

Palmer, Indian Po
tem. Chester Bowl
dor's Report, chs

ities.)

about the political system of India. sked to look for similarities and een the Indian system and the systems f the U.S.	Fersh, India and S. Asia, pp. 68-74; Fersh, India: Tradition in Transition, pp. 219-222; Lengyel, Subcontinent of India, pp. 84-92; Grimes, India: 15 Years of Freedom, pp. 9-21; Kublin, India and the World Today, ch. 5; Stavrianos, Global Hist., pp. 528-30; Fersh, Story of India, pp. 140-142; Editors of Civic Ed. Service, India, pp. 112-121.
excerpts from the Indian Constitution t. of India Act of 1935, to show com- them. Discuss: Why do you think the t country adopted a constitution which d by its former ruler?	
read excerpts from the Indian Constitu- ble sections of the U.S. Constitution. se sections remind you of anything? u think they were included in the In- n?	Stavrianos, Readings in World History, pp. 608-609 (Some sections are like U.S. documents.)
n in which pupils compare the federal with the federal system in the U.S. and with the unitary system of Britain.	
ils who have read further and prepared llustrate comparisons, add to what pu- in their brief readings.	Palmer, Indian Political System. Chester Bowles, Ambassador's Report, chs. 10-11.

S. Generalizes from data.

S. Applies concepts and generalizations to new data.

S. Sets up hypotheses.

1. The central government can cha
boundaries and set up new stat
the consent of the state.

2. The central government appoint
ernors who must approve laws p
legislatures and who appoint t
the winning party to executive
governor can dissolve the stat
Furthermore, the central gover
give final approval to state l

3. The central ogvernment (throug
dent) can step in and run a st
if it believes that an emergenc
such action. However, the len
control is strictly limited.

4. There is only one judicial syst
the two in the U.S.

5. The central government, however
state governments much more con
many countries in the carrying
laws and economic plans. Indee
ern economists see this decentr
of carrying out economic plans
stumbling blocks to the success
planning in India.

6. The Indian government is trying
old village community governmen
with the community development

data.

and generalizations

es.

1. The central government can change state boundaries and set up new states without the consent of the state.

2. The central government appoints state governors who must approve laws passed by state legislatures and who appoint the leader of the winning party to executive posts. The governor can dissolve the state legislature. Furthermore, the central government must give final approval to state legislation.

3. The central ogvernment (through the President) can step in and run a state government if it believes that an emergency calls for such action. However, the length of such control is strictly limited.

4. There is only one judicial system, unlike the two in the U.S.

5. The central government, however, permits state governments much more control than in many countries in the carrying out of federal laws and economic plans. Indeed, some western economists see this decentralized system of carrying out economic plans as one of the stumbling blocks to the success of economic planning in India.

6. The Indian government is trying to revive the old village community governments to help with the community development programs.

Discuss: How suitable is the federal system in India for India's situation and problems? How easy would it be to carry out centralized economic planning under this federal system? (Quote economists about some of these difficulties.)	Lamb, India, A sition, pp. 204 Weiner, Party P dia.
5. Have a pupil compare the village community government system with local governments for towns and cities in U.S.	Dean, New Patte racy in India, Lamb, India, a sition, pp. 215-

itable is the federal system in India ation and problems? How easy would it centralized economic planning under stem? (Quote economists about some of ies.)	Lamb, India, A World in Transition, pp. 204-210; See also Weiner, Party Politics in India.
mpare the village community government al governments for towns and cities in	Dean, New Patterns of Democracy in India, pp. 96-98. Lamb, India, a World in Transition, pp. 215-217.

S. Applies concepts and generalizations to new data.

S. Generalizes from data.

G. The separation of powers is intended to and does produce institutional deadlock and delay more often than the parliamentary system does.

G. Political power is unevenly distributed through a population.

G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process

7. The central government, rather t states, has residual powers.

8. Many factors are responsi federal system.

   a. India's great diversity of la races, religions, and regiona combined with traditions unde rule to make a federal system ical to the transitional gove transitional government, inde ating under the old governmen pared by the British governme

   b. The new government recognized sive tendencies in the countr to ensure enough power for th government to ensure its succ country's unity,

C. India has a Parliamentary system of however, it differs somewhat both i and operation from the British syst so influential in its creation.

   1. The Indian President has more po than the British monarch. He ha tutional power to assume control cies both in the states and in t government. So far, he has used in the states only at the sugges Prime Minister. However, if a P were ever to be very weak and a very strong, this tradition migh powerful enough to keep the Pres using his constitutional powers.

7. The central government, rather than the states, has residual powers.

8. Many factors are responsible for this federal system.

    a. India's great diversity of languages, races, religions, and regional traditions combined with traditions under British rule to make a federal system seem logical to the transitional government. This transitional government, indeed, was operating under the old government act prepared by the British government.

    b. The new government recognized the divisive tendencies in the country and wished to ensure enough power for the central government to ensure its success and the country's unity.

C. India has a Parliamentary system of government; however, it differs somewhat both in structure and operation from the British system which was so influential in its creation.

    1. The Indian President has more potential power than the British monarch. He has the constitutional power to assume control in emergencies both in the states and in the central government. So far, he has used this power in the states only at the suggestion of the Prime Minister. However, if a Prime Minister were ever to be very weak and a President very strong, this tradition might not be powerful enough to keep the President from using his constitutional powers.

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f powers is intended
uce institutional
ay more often than
y system does.

is unevenly dis-
a population.

of government con-
as or the structure
authoritative de-
olitical process

6. Now have the same two pupils who analyzed the federal system describe the difference between the Indian and the British Parliamentary Systems. They should use charts to help make these points.

Palmer, *In*
tem.

Discuss: Some observers have argued that the President's role constitutes a danger to democracy. Do you agree or disagree? Why? What advantages and disadvantages are there to the parliamentary system of government? Why did the Indian Parliament in the early years have less power than the British Parliament does, despite the fact that both are parliamentary forms of government?

the same two pupils who analyzed the federal scribe the difference between the Indian and sh Parliamentary Systems. They should use help make these points.

Palmer, Indian Political System.

Some observers have argued that the President's titutes a danger to democracy. Do you agree or Why? What advantages and disadvantages are the parliamentary system of government? Why did n Parliament in the early years have less power British Parliament does, despite the fact that parliamentary forms of government?

are made; they thus affect those decisions.

S. Applies concepts and generalizations to new data.

S. Generalizes from data.

G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

S. Applies concepts and generalizations to new data.

2. In a Parliamentary system,
responsible to the Parliame
years of the Indian governm
popularity and prestige of
Parliament little real cont
Minister. This situation m
that Nehru is dead.

3. The lower House, elected by
rage is more important than
elected primarily by state
the two houses disagree, th
body, with each legislator
The more popular lower body
upper body.

4. The Parliament has immense
powers, including the right
Constitution with the conse
dent and without the consen

D. The Indian Judiciary has the r
and can declare acts of Parlia
stitutional. However, the Par
amend the constitution rather
around the Court's decisions.

1. There is only one judicial
the federal system of gover

2. The Indian Judiciary has fre
American Supreme Court deci
as Indian law in coming to d

y thus affect those

pts and generaliza-
data.

rom data.

importance of the
ends largely on
t it has responsibil-
ring acts of the other
unconstitutional.

pts and generalizations

2. In a Parliamentary system, the executive is responsible to the Parliament. In the early years of the Indian government, the immense popularity and prestige of Nehru gave the Parliament little real control over the Prime Minister. This situation may well change now that Nehru is dead.

3. The lower House, elected by universal suffrage is more important than the upper house, elected primarily by state legislatures. If the two houses disagree, they vote as one body, with each legislator having one vote. The more popular lower body can outvote the upper body.

4. The Parliament has immense constituional powers, including the right to amend the Constitution with the consent of the President and without the consent of the states.

D. The Indian Judiciary has the right of review and can declare acts of Parliament unconstitutional. However, the Parliament can amend the constitution rather easily to get around the Court's decisions.

   1. There is only one judicial system, despite the federal system of government.

   2. The Indian Judiciary has frequently cited American Supreme Court decisions as well as Indian law in coming to decisions.

7. Compare the method of amending the Indian Constitution with the methods of amending the British and the U. S. constitution. Ask: Which is easiest? Hardest? Given the great diversity and strong sectional interests in India, what are the advantages and disadvantages of the Indian system for India?

8. Have a pupil prepare a chart to show the Indian judicial system as compared to the U.S. system (in terms of structure). The pupil should tell the class about the right of judicial review in India. Then have the class discuss the following question: In which country (the U.S., India, or Britain) is the judiciary most powerful?

Tinker, Ind
pp. 172-174
Wilcox, Ind
pp. 41-42.

e method of amending the Indian Constitution
ethods of amending the British and the U. S.
on. Ask: Which is easiest? Hardest? Given
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t are the advantages and disadvantages of the
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Tinker, India and Pakistan,
pp. 172-174.
Wilcox, India and Pakistan,
pp. 41-42.